

Lakewood Township School District Curriculum Guide

Grade: First

Content Area: English as a Second Language

Original Adoption: 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: ESL Curriculum Team

Recommended Pacing Guide

UNIT 1: My Family - What makes a family?	45 days
UNIT 2: Shoot for the Sun - When is Something Alive?	45 days
UNIT 3: To your front door - How do we get what we need?	45 days
UNIT 4: Growing and changing - How do animals change as they grow?	45 days

Philosophy

The English as a Second Language curriculum is designed to prepare Multilingual language learners (MLLs) to meet the English language proficiency standards, the New Jersey Student Learning Standards, and the WIDA ELD standards. We believe an effective program model for students with limited knowledge and comprehension of English includes both ESL and sheltered instruction. Sheltered instruction is content area teaching that also includes opportunities for language development. Our teachers who use sheltered instruction in their classes teach their regular content such as math, science, social studies, health, English etc. In addition they incorporate language learning objectives that help their Multilingual language learners (MLL) students practice the language of the content area.

The curriculum incorporates the development of language, literacy and critical thinking skills for use across all subject areas. Rigor and relevance is introduced in the form of discourse, technological applications, and sociocultural contexts for language use involving interaction between the student and the language environment. ESL writing instruction is utilized as concrete evidence of individual achievement, and serves to enrich comprehension of both written and spoken language at all levels. Having a well designed curriculum, coupled with positive classroom environments, will promote students to become risk takers and will ensure all students succeed to their highest abilities.

To ensure that our children are successful and receive the best education our staff will continuously collaborate. We will develop purposeful and effective formative and summative assessments which measure growth of our curriculum and inform our instruction. Finally, we will continuously seek to grow professionally through professional development, which is aligned to statewide regulations, but specifically geared to benefit our curriculum, school, and children.

“One language sets you in a corridor for life. Two languages open every door along the way.” -Frank Smith

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Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

UNIT 1: My Family - What Makes a Family?

Duration: 45 days

Introduction

This unit focuses on family dynamics such as different family members and their roles. Lessons include families of different cultures, how they celebrate and spend time with one another. Students will work on multiple language objectives and comprehension strategies when reading informational and literary texts. Writing activities throughout the unit culminate at the end to create a photo essay.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.

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- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Graphic organizers
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- Integrate a variety of activities to meet all types of multiple intelligences
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- Extra time to complete assignments/tasks
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- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

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Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Standard 5 - The Language of Social Studies

- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Reading Domain –Informational Text

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

Writing Domain

- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
- W.AW.1.1.A. Introduce an opinion.
- W.AW.1.1.B. Support the opinion with facts or other information and examples related to the topic.

- W.AW.1.1.C. Provide a conclusion.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- W.IW.1.2.A. Introduce a topic.
- W.IW.1.2.B. Develop the topic with facts or other information and examples related to the topic.
- W.IW.1.2.C. Provide a conclusion.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- W.NW.1.3.A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- W.NW.1.3.B. Provide dialogue and/or description and details of experiences, events, or characters.
- W.NW.1.3.C. Use transitional words to manage the sequence of events.
- W.NW.1.3.D. Provide a reaction to the experiences or events.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

Speaking and Listening Domain

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.PE.1.1. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.1.1. B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.PE.1.1. C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Language Domain

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- L.VL.1.2.A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- L.VL.1.2.B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.VI.1.3.A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3.B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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- L.VI.1.3.C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.VI.1.3.D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.VI.1.3.E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

New Jersey Student Learning Standards: Social Studies (NJSL-SS)

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Comprehensive Health and Physical Education

- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device

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- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

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<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

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Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Role play/skits
- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt

Alternative Assessments:

- Turn and Talks
- Discussion Circles
- DOLs
- Centers
- Vocabulary Boxes
- Projects
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are

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	<p>being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Chapter project based learning 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Chapter assessment

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Families come in many different forms, and each family member has an important role at home. ● Families participate in a variety of activities, celebrations, and traditions that reflect their cultures, languages, and histories. ● Food, holidays, and customs help us understand and appreciate the diversity of families in our community and around the world. ● Learning about different family traditions helps us practice inclusion, respect, and empathy. ● Interviews and information-gathering help us learn more about our families and others in meaningful ways. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What Makes a Family? ● Who are the members of a family, and what roles do they play at home? ● What activities do families enjoy together, and how do these activities show what families value? ● What traditions, holidays, and foods do different families celebrate, and how do these reflect cultural diversity? ● How can we talk about family members using nouns and descriptive language? ● How can reading and listening to stories help us understand family traditions and celebrations? ● What can we learn from interviewing someone about their family and traditions? ● How can families celebrate and share traditions in ways that include everyone?
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Content:

Students will know:

- The correct vocabulary to describe members of one's own family structure.
- Different jobs and responsibilities that family members hold (e.g., cooking meals, going to work, caring for pets, helping with homework).
- Common activities families do together (e.g., playing games, eating dinner, going on trips, reading books).
- Various diverse holidays and celebrations observed in the classroom or community.
- How to use descriptive adjectives and clear language to explain elements of a family celebration (e.g., the taste of the food, the sound of the music, the colors of the decorations).
- A noun is a word that names a person, place, or thing.
- Common nouns (e.g., mother, sister, baby) and proper nouns (e.g., Mom, Grandpa Joe).

Skills:

Students will be able to:

- Name family members and what they do within the family
- Name the jobs family members have within the household
- Verbally describe events and activities shared with family
- Verbally describe foods eaten with family
- Verbally describe holiday activities spent with family
- Identify and use nouns to describe family members
- Describe facts about traditions as heard in a read aloud
- Use nouns to name objects associated with celebrations
- Use details from partner interview to describe families

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.

- Cultural Realia
- Make a Family Tree identifying members with drawings
- Bring in family photos to have class discussions about celebrations
- Show and Tell activities to showcase significant cultural items
- Make a family book identifying roles of family members

Varied Levels of Text:

- Reach Higher Book
- Reach Higher Student Book
- Reach Higher Digital Platform: learn.eltngl.com
- Reading A-Z
- Epic!
- Reading IQ
- Unite for Literacy
- Vooks.com

Read Alouds:

- [Me and my Family Tree](#)
- [Let's Celebrate!: Special Days Around the World \(World of Celebrations\)](#)
- [Families in Many Cultures Schools in Many Cultures by Heather Adamson](#)
- Holiday! Celebration Days around the World by Deborah Lock
- How I Celebrate: A Young Person's Guide to Celebrations of the World by Pam Robson

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	<ul style="list-style-type: none"> • Cultures Around the World by Kelly Doudna
Supplemental Resources: <ul style="list-style-type: none"> • Wordwall • CENGAGE • National Geographic • Scholastic News 	ESL Specific Resources: <ul style="list-style-type: none"> http://eslcafe.com www.eslkidstuff.com www.Esl-kids.com www.brainpopjr.com www.funenglishgames.com www.starfall.com www.esl4kids.com http://www.csun.edu/~hcedu013/eslplans.html http://iteslj.org http://www.pdictionary.com http://www.englishclub.com/index.htm https://www.eslflashcards.com/ http://www.freeeslmaterials.com/flashcards.html https://www.colorincolorado.org/

UNIT 2: Shoot for the Sun - When is Something Alive?	Duration: 45 days
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Introduction

This unit focuses on life science skills such as living and nonliving things. Students will be introduced to characteristics of what determines a living from a nonliving thing. Students will identify what people and plants need to survive. Writing activities throughout this unit culminate in a How-to-Article writing project.

Suggested Accommodations

- Multi Language Learners:**
- Flexible/Cooperative Grouping
 - Visuals (Board and handouts)
 - Flashcards (Digital and paper)
 - Alternative assessment
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Standard 4 – The Language of Science

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**

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- RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

Writing Domain

- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
- W.AW.1.1.A. Introduce an opinion.
- W.AW.1.1.B. Support the opinion with facts or other information and examples related to the topic.
- W.AW.1.1.C. Provide a conclusion.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- W.IW.1.2.A. Introduce a topic.
- W.IW.1.2.B. Develop the topic with facts or other information and examples related to the topic.
- W.IW.1.2.C. Provide a conclusion.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- W.NW.1.3.A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- W.NW.1.3.B. Provide dialogue and/or description and details of experiences, events, or characters.
- W.NW.1.3.C. Use transitional words to manage the sequence of events.
- W.NW.1.3.D. Provide a reaction to the experiences or events.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

Speaking and Listening Domain

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.PE.1.1. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.1.1. B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.PE.1.1. C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Language Domain

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- L.VL.1.2.A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- L.VL.1.2.B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.VI.1.3.A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3.B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.VI.1.3.C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.VI.1.3.D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.VI.1.3.E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

Next Generation Science Standards (NGSS)

- LS1-1 From Molecules to Organisms: Structures and Processes - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Comprehensive Health and Physical Education

- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

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8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies,

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economic impacts of decisions.	understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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cultural/global competence.	
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Social Emotional Learning Standards
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Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Role play/skits
- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt

Alternative Assessments:

- Turn and Talks
- Discussion Circles
- DOLs
- Centers
- Vocabulary Boxes
- Projects
- ChatterPix
- Flipgrid

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	<p>Student Assessment</p> <p>Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Chapter project based learning 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Chapter assessment

Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Living things grow, change, and have needs that must be met to survive, while nonliving things do not grow or have needs. ● Plants have different parts (roots, stems, leaves, flowers, seeds) that each play an important role in helping the plant grow and survive. ● Plants go through life cycles, including seed, sprout, growth, reproduction, and eventually producing new seeds. ● People, communities, and cultures use plants in different ways for food, medicine, clothing, and traditions. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● When is Something Alive? ● How can we tell the difference between living and nonliving things? ● What do living things, especially plants, need in order to grow and survive? ● What are the parts of a plant, and what does each part do? ● What are the stages of a plant's life cycle, and why is each stage important? ● How do plants support people, communities, and cultures in different ways?

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<ul style="list-style-type: none"> • Taking care of plants and the environment helps reduce the effects of climate change and supports the survival of all living things. 	<ul style="list-style-type: none"> • How can taking care of plants and the environment help reduce the effects of climate change?
<p>Content: Students will know:</p> <ul style="list-style-type: none"> • The basic needs of all living things, including air, water, food (or light for plants), and shelter/space • The major parts of a plant (ie, roots, stem, leaves, seeds, flower/fruit) and their functions • The sequence/stages of a plant's life cycle in chronological order 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Explain what living and nonliving things are • Draw and/or write items that are living and nonliving • Discuss what living things/plants need to survive • Use checklists to determine is something is living or nonliving • Name the steps of plant's life cycle

Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> • Cultural Realia • Interactive games on living and nonliving things • Sort living and nonliving things using realia • Plant a flower and record observations • Make a tactile Plant Life Cycle Chart 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Reach Higher Teacher's Book • Reach Higher Student Book • Reach Higher Digital Platform: learn.eltngl.com • Reading A-Z • Epic! • Reading IQ • Unite for Literacy • Vooks.com • https://www.calacademy.org/educators/science-lesson-plans-for-kindergarten-and-1st-grade <p>Read Alouds:</p> <ul style="list-style-type: none"> • What's Alive? by Kathleen Weidner Zoehfeld • Are You Living? A Song About Living and Nonliving Things by Laura Purdie Salas and Viviana Garofoli
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<p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Wordwall • CENGAGE • National Geographic • Scholastic News 	<p>ESL Specific Resources:</p> <ul style="list-style-type: none"> • http://eslcafe.com • www.eslkidstuff.com • www.Esl-kids.com • www.brainpopjr.com • www.funenglishgames.com • www.starfall.com • www.esl4kids.com • http://www.csun.edu/~hcedu013/eslplans.html • http://iteslj.org • http://www.pdictionary.com
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<http://www.englishclub.com/index.htm>
<https://www.eslflashcards.com/>
<http://www.freeeslmaterials.com/flashcards.html>
<https://www.colorincolorado.org/>

UNIT 3: To your front door - How do we get what we need?

Duration: 45 days

Introduction

This unit focuses on economical aspects such as goods and services, how they get transported from one place to another and different places where you can purchase, trade and sell goods. Students will be asked to discuss topics such as needs vs. wants and how to identify the differences when buying items. Concepts like money will be introduced to students and how it applies to buying/selling goods. Writing activities within the unit culminate to complete a Thank You Letter which is an expressive writing piece.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports

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- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Extra time to complete assignments/tasks
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics

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- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3 - The Language of Mathematics

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**

Standard 5 - The Language of Social Studies

- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Reading Domain –Informational Text

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

Writing Domain

- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
- W.AW.1.1.A. Introduce an opinion.
- W.AW.1.1.B. Support the opinion with facts or other information and examples related to the topic.
- W.AW.1.1.C. Provide a conclusion.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- W.IW.1.2.A. Introduce a topic.

- W.IW.1.2.B. Develop the topic with facts or other information and examples related to the topic.
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- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
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- L.VL.1.2.A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
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- L.VI.1.3.E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

New Jersey Student Learning Standards: Social Studies (NJSLSS)

- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
- 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter)
- 6.1.2.EconET.1: Explain the difference between needs and wants.

Mathematics

- 1.M.C. Work with money

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
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8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

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- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
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9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add

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	greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior

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- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
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Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Role play/skits
- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt

Alternative Assessments:

- Turn and Talks
- Discussion Circles
- DOLs
- Centers
- Vocabulary Boxes
- Projects
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

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	<p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Chapter project based learning 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Chapter assessment

Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Economies are made up of goods (things we buy) and services (help people provide or receive). ● Goods can come from many places and travel in different ways to reach people and communities. ● Money is used to buy goods and services, helping people meet needs and make choices. ● Understanding the difference between needs (essential things) and wants (extra things) helps people make thoughtful decisions. ● People of all abilities, including those with disabilities, contribute to economies and communities in meaningful ways. ● Communities and economies are diverse, and respecting differences in abilities, culture, and perspective makes them stronger and fairer. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do we get what we need? ● What is an economy, and how do goods and services help it work? ● Where do goods come from, and how do they travel to reach people? ● How do people use money to buy what they need and want? ● How do we decide what is a need and what is a want? ● How do people with different abilities contribute to our economy and communities? ● How can respecting diversity and inclusion make communities and economies stronger? ● How have people with disabilities been historically included or excluded in economic activities, and what can we learn from that history?
<p>Content: <u>Students will know:</u></p>	<p>Skills: <u>Students will be able to:</u></p>

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<ul style="list-style-type: none"> ● An economy is a system of people making, selling, and buying things. ● Producers (those who make goods or provide services) and consumers (those who buy them). ● The difference between between goods (tangible items you can touch, like toys or food) and services (work someone does for you, like a haircut or teaching) ● Basic math skills to simulate a purchase, including identifying prices and receiving change. 	<ul style="list-style-type: none"> ● Organize information into a t-chart identifying types of goods, markets, needs/wants, etc... ● Fill out a Thinking Map using the big question: How do we get what we need? ● Name different monetary forms and how it can be presented (paper/coins) ● Draw pictures and/or write about markets and places to buy foods and other items ● Participate in a discussion about needs vs. wants
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Cultural Realia ● Role play a marketplace activities using realia, dress up and pretend money ● Sort items that are needs/wants using realia ● Visit a local market or nearby farm ● Take a virtual field trip to a loading dock ● Have local members from the community speak to the class (ex: delivery workers, store clerks, farmers) 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Reach Higher Teacher's Book ● Reach Higher Student Book ● Reach Higher Digital Platform: learn.eltngl.com ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com ● https://www.calacademy.org/educators/science-lesson-plans-for-kindergarten-and-1st-grade <p>Read Alouds:</p> <ul style="list-style-type: none"> ● A Chair for my Mother by Vera B. Williams ● Alexander, Who Used to be Rich Last Sunday by Judith Viorst ● Curious George Goes to the Chocolate Factory by Margret and H.A. Rey
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<p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Wordwall ● CENGAGE ● National Geographic ● Scholastic News 	<p>ESL Specific Resources:</p> <p>http://eslcafe.com</p> <p>www.eslkidstuff.com</p> <p>www.Esl-kids.com</p> <p>www.brainpopjr.com</p> <p>www.funenglishgames.com</p> <p>www.starfall.com</p> <p>www.esl4kids.com</p> <p>http://www.csun.edu/~hcedu013/eslplans.html</p> <p>http://iteslj.org</p> <p>http://www.pdictionary.com</p>
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<http://www.englishclub.com/index.htm>
<https://www.eslflashcards.com/>
<http://www.freeeslmaterials.com/flashcards.html>
<https://www.colorincolorado.org/>

UNIT 4: Growing and changing - How do animals change as they grow?

Duration: 45 days

Introduction

This unit focuses on the different stages within animals' lives. Students will observe changes in animals as they grow. Literacy skills/comprehension strategies such as retelling with sequence of events, identifying character feelings and recalling the main idea with details are incorporated into reading activities. Writing lessons throughout the unit culminate to create a story identifying an audience, topic and format.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains

- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Extra time to complete assignments/tasks
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary

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- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Standard 4 – The Language of Science

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**

Reading Domain –Informational Text

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

Writing Domain

- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
- W.AW.1.1.A. Introduce an opinion.
- W.AW.1.1.B. Support the opinion with facts or other information and examples related to the topic.
- W.AW.1.1.C. Provide a conclusion.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- W.IW.1.2.A. Introduce a topic.
- W.IW.1.2.B. Develop the topic with facts or other information and examples related to the topic.
- W.IW.1.2.C. Provide a conclusion.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

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- W.NW.1.3.A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- W.NW.1.3.B. Provide dialogue and/or description and details of experiences, events, or characters.
- W.NW.1.3.C. Use transitional words to manage the sequence of events.
- W.NW.1.3.D. Provide a reaction to the experiences or events.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

Speaking and Listening Domain

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.PE.1.1. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.1.1. B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.PE.1.1. C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Language Domain

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- L.VL.1.2.A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- L.VL.1.2.B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.VI.1.3.A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3.B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.VI.1.3.C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.VI.1.3.D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.VI.1.3.E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

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- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

Next Generation Science Standards (NGSS)

- LS1-1 From Molecules to Organisms: Structures and Processes - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- 1-LS1-2 From Molecules to Organisms: Structures and Processes - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive
- 1-LS3-1 Heredity: Inheritance and Variation of Traits - Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents

Comprehensive Health and Physical Education

- 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

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Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Consider the environmental, social and economic impacts of decisions.

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Demonstrate creativity and innovation.

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<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
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Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
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- Recognize and identify the thoughts, feelings and perspectives of others
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- Demonstrate an understanding of the need for mutual respect when viewpoints differ
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Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
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- Establish and maintain healthy relationships
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<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Chapter project based learning 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Chapter assessment

Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Animals go through different stages in their lives, from birth to adulthood, and each stage is important for their growth and survival. ● Understanding the life cycles of animals helps us know how they reproduce, grow, and adapt to their environments. ● Animals live in habitats that provide food, water, shelter, and safety, which are essential for survival. ● Stories and informational texts help us learn about animals and the sequence of events in their lives. ● Climate change can affect animal habitats, food sources, and survival, making it important to protect the environment. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do animals change as they grow? ● What are the stages in the life cycle of different animals, and why is each stage important? ● How do animals live and survive in their environments? ● How can we use stories and informational texts to understand the sequence of events in an animal's life? ● How does climate change affect animals, their habitats, and their ability to survive? ● What can people do to help protect animals and their environments in a changing climate?
<p>Content: Students will know:</p> <ul style="list-style-type: none"> ● The key stages in the life cycles of common animals (e.g., butterfly: egg, larva, pupa, adult; frog: egg, tadpole, froglet, adult frog; chicken: egg, chick, hen/rooster). ● A habitat is the natural environment where an animal lives and finds everything it needs to survive (food, water, shelter, air, space). ● How to retell a narrative or explain a process in the correct chronological order, using 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● Discuss the life cycles of various animals using content vocabulary ● Identify character feeling by using text and pictures ● Use context clues to find the meaning of words ● Retell stories using graphic organizers with Beginning, Middle and End ● Draw a picture of animal as a baby and an

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Grade: First	Content Area: English as a Second Language
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signal words like first, then, next, last, and finally.	adult
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Cultural Realia ● Match animals to babies and adults ● Create tactile Life Cycles ● Grow butterflies in your classroom ● Watch videos on various animal life cycles ● Take a field trip to a zoo, aquarium or farm ● Use traffic light sign/poster to scaffold Beginning, Middle and End 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Reach Higher Teacher's Book ● Reach Higher Student Book ● Reach Higher Digital Platform: learn.eltngl.com ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com ● https://www.calacademy.org/educators/science-lesson-plans-for-kindergarten-and-1st-grade <p>Read Alouds:</p> <ul style="list-style-type: none"> ● The Tiny Seed by Eric Carle ● Waiting for Wings by Lois Ehlert ● Chickens Aren't the Only Ones by Ruth Heller ● Oscar and the Frog: A Book about Growing by Geoff Waring [Series set] ● National Geographic Kids: Caterpillar to Butterfly by Laura Marsh
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<p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Wordwall ● CENGAGE ● National Geographic ● Scholastic News 	<p>ESL Specific Resources:</p> <p>http://eslcafe.com</p> <p>www.eslkidstuff.com</p> <p>www.Esl-kids.com</p> <p>www.brainpopjr.com</p> <p>www.funenglishgames.com</p> <p>www.starfall.com</p> <p>www.esl4kids.com</p> <p>http://www.csun.edu/~hcedu013/eslplans.html</p> <p>http://iteslj.org</p> <p>http://www.pdictionary.com</p> <p>http://www.englishclub.com/index.htm</p> <p>https://www.eslflashcards.com/</p> <p>http://www.freeeslmaterials.com/flashcards.html</p> <p>https://www.colorincolorado.org/</p>
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