

Lakewood Township School District Curriculum Guide

Grade: Second

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: Social Studies: Community - Hello, Neighbor!	45 days
UNIT 2: Science: Staying Alive - Animal Adaptations, Animal Needs	45 days
UNIT 3: Science: Water for Everyone	45 days
UNIT 4: Social Studies: Citizenship (Lend a Hand) - What are our responsibilities to each other?	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: Social Studies: Community - Hello, Neighbor!

Duration: 45 days

Introduction

This unit focuses on different members of the community, their job and their role. Students will be introduced to different places in communities and what their purpose is. Literacy activities include making inferences based on text and visuals, retelling with beginning, middle and end, making connections to text, and the use of text features of informational texts. Writing lessons throughout the unit culminate 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.

- 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

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- 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
- 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.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Reading Domain - Literature

- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

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

Writing Domain

- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
 - W.AW.2.1.A. Introduce an opinion.
 - W.AW.2.1.B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - W.AW.2.1.C. Provide a conclusion.
- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
 - W.IW.2.2.A. Introduce a topic clearly.
 - W.IW.2.2.B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
 - W.IW.2.2.C. Provide a conclusion.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
 - W.WP.2.4.A. Identify audience and purpose before writing.
 - W.WP.2.4.B. Participate in self-evaluation of written work.
 - W.WP.2.4.C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

Speaking and Listening Domain

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - SL.PE.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - SL.PE.2.1.B. Build on others; talk in conversations by linking their explicit comments to the remarks of others.
 - SL.PE.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Domain

- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.KL.2.1A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - L.KL.2.1.B. Compare formal and informal uses of English.

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- L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.VL.2.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.VL.2.2.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- L.VL.2.2.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.VL.2.2.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.VL.2.2.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.VI.2.3.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.VI.2.3.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- L.VI.2.3.C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 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.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

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

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- 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.

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,

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people,

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social and economic impacts of decisions.	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 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

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cultural/global competence.

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

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 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"> ● Communities are made up of many people who work together to meet the needs of everyone. ● Each community member has an important role and helps the community stay safe, healthy, and strong. ● Communities include different places and jobs that help people learn, play, work, and live. ● Good readers use academic vocabulary, pictures, and text clues to make predictions and understand characters. ● Words can have more than one meaning, and readers use supports to figure out which meaning makes sense. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is a Community? ● What makes a community? ● What roles do people have in a community? ● How do the places and jobs in a community help us? ● How can I use academic vocabulary to understand what I read? ● How do I make predictions before reading? ● How do I use vocabulary to learn about characters and their roles? ● How can I figure out the meaning of a word that has more than one meaning? ● How are different genres alike and different? ● How do we show respect and include all people in our community?
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<ul style="list-style-type: none"> ● Readers can compare and contrast different types of texts to understand how stories and information are organized. ● Inclusive communities value and celebrate diversity, making sure everyone feels respected and welcomed. 	
<p>Content: <u>Students will know:</u></p> <ul style="list-style-type: none"> ● A community is a group of people living, working, and playing together in a shared area. ● That communities share geographic locations, rules, and common goals. ● The difference between rural, urban, and suburban communities ● How to articulate connections between a text and personal experiences or other books using academic stems (e.g., "This reminds me of...", "A similarity between these texts is..."). ● How to use reading supports—such as context clues, illustrations, and digital glossaries—to determine which meaning of a homonym is being used (e.g., a "duck" as a bird vs. "duck" as an action). ● Characteristics of different genres, such as fiction (made-up stories), non-fiction (facts and real information), and poetry (rhythm and stanzas). ● Communities are diverse, and including all people helps the community grow stronger. 	<p>Skills: <u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● Use written language to list details on a graphic organizer of what a community is ● Use oral language (key words) to build concepts and variety of sentences ● Use written language to tell about a community member using a topic sentence and details ● Use oral language to confirm or revise predictions after reading ● Use oral language to discuss characters and events in text ● Use written language to express details about people I know ● Use oral language to discuss informational text features in depth using the language frame: "The _____ tell us _____ ..." ● Use oral language to identify the author's purpose by using photo visuals ● Use written language to apply the use of text features in the form of a photo essay ● Use spoken language to build reading fluency focusing on intonation and accuracy ● Compare and contrast characteristics of different genres. ● Use respectful language, show inclusion, and celebrate diversity within classroom and community discussions.

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 ● Make a collaborative community project to show community helpers and where they work 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Reach Higher Book ● Reach Higher Student Book ● Reach Higher Digital Platform: learn.eltngl.com ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy
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<ul style="list-style-type: none"> • Play games on WordWall identifying community helpers and their jobs • Role play community helpers by dressing up as a different member • Go on a text feature scavenger hunt 	<ul style="list-style-type: none"> • Vooks.com <p>Read Alouds:</p> <ul style="list-style-type: none"> • This is my neighborhood • Helpers in my community • Who helps me? • Look Where We Live by Scot Ritchie • Our Class is a Family by Shannon Olsen • Helpers in Your Neighborhood by Shira Evans • Career Day by Anne Rockwell • Jobs Around Town by Stan and Jan Berenstain, with Mike Berenstain
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<p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Wordwall • CENGAGE • National Geographic • Scholastic News • Teachers pay teachers 	<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 • http://www.englishclub.com/index.htm • https://www.eslflashcards.com/ • http://www.freeeslmaterials.com/flashcards.html • https://www.colorincolorado.org/
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UNIT 2: Science: Staying Alive - Animal Adaptations, Animal Needs	Duration: 45 days
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Introduction

This unit of science focuses on what animals need for survival noting various characteristics that make animals differ. Students will learn about the changes of life animals go through and different ways they protect themselves throughout their stages of life. In addition, concepts like animal adaptations need to survive within different habitats. Literacy activities include retelling strategies (Beginning, Middle End), making connections to self and other texts, making inferences, using context clues and understanding plot. The use of informational texts are introduced as tools for obtaining details and learning new things. Writing tasks throughout the unit culminate to create an informative and explanatory article.

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
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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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- 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

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- 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
- 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.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Reading Domain - Literature

- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Writing Domain

- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
 - W.AW.2.1.A. Introduce an opinion.
 - W.AW.2.1.B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - W.AW.2.1.C. Provide a conclusion.
- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
 - W.IW.2.2.A. Introduce a topic clearly.
 - W.IW.2.2.B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
 - W.IW.2.2.C. Provide a conclusion.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
 - W.WP.2.4.A. Identify audience and purpose before writing.
 - W.WP.2.4.B. Participate in self-evaluation of written work.
 - W.WP.2.4.C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

Speaking and Listening Domain

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - SL.PE.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - SL.PE.2.1.B. Build on others; talk in conversations by linking their explicit comments to the remarks of others.

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- SL.PE.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Domain

- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.KL.2.1A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- L.KL.2.1.B. Compare formal and informal uses of English.
- L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.VL.2.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.VL.2.2.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- L.VL.2.2.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.VL.2.2.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.VL.2.2.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.VI.2.3.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.VI.2.3.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- L.VI.2.3.C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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)

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Content Area: English as a Second Language

- *2-LS4-1 Biological Evolution: Unity and Diversity* - Make observations of plants and animals to compare the diversity of life in different habitats.

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.

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

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<p>Act as a responsible and contributing community member and employee.</p>	<p>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.</p>
<p>Attend to financial well-being.</p>	<p>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.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>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.</p>
<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</p>

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	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
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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

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- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> • Role play/skits • Turn and talk • Draw pictures • Discussion circle • Participation/observations • Questioning • Expressive language prompt 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Turn and Talks • Discussion Circles • DOLs • Centers • Vocabulary Boxes • Projects • ChatterPix • Flipgrid <p>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:</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

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Grade: Second	Content Area: English as a Second Language
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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • All animals need food, water, air, and shelter to survive. • Animals have special body parts and behaviors that help them live in their habitats. • Different habitats have unique features that support the animals that live there. • Animals use forms of protection—such as physical traits and actions—to stay safe from predators and harsh environments. • Informational text features (such as headings, labels, diagrams, and captions) help readers find important facts quickly • Climate change can affect habitats and the animals that depend on them, and people can make choices that help protect animals and the environment. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What does it take to survive? • What do animals need to survive? • How do animals adapt to their environment? • How do the features of a habitat help animals stay alive? • What physical traits and behaviors do animals use for protection? • How do text features help me understand informational texts? • How does climate change affect animals and their habitats?
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<p>Content: Students will know:</p> <ul style="list-style-type: none"> • Animals need basic things to survive: food, water, air, and shelter. • Animals live in different environments (habitats) that provide what they need. • Habitats have features—such as temperature, plants, water, shelter, and climate—that help animals survive. • Animals use adaptations (body parts and behaviors) to survive in their environments. • Animals use protection strategies such as camouflage, mimicry, sharp claws, shells, speed, and group behaviors. • Informational text features provide clues that help readers learn new facts. • Climate change can alter habitats and create challenges for animals, such as changes in temperature, food availability, or shelter. 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Use oral language to participate in discussions about animals and their habitats • Use written language to recall details on concept maps to identify what animals need to survive. • Identify what animals need to live and explain why these needs are important. • Describe how different animals adapt to their environments. • Identify features of habitats that support animal survival. • Explain how animals use physical traits and actions to protect themselves. • Use informational text features (headings, labels, diagrams, captions, bold words) to understand key ideas. • Describe how climate change can impact animals and their habitats in kid-friendly terms. • Share ways people can help protect animals and the environment.
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p>	<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:
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<ul style="list-style-type: none"> ● Cultural Realia ● Play WordWall games on animal characteristics ● Text feature project: Go through magazines/newspapers and find examples of text features (name and purpose) ● Create habitat dioramas to discuss how different animals can survive ● Role play news reporting to give details on animal adaptations for survival ● Create animal diagrams to show physical features of animals used for survival 	<p style="text-align: center;">learn.eltngl.com</p> <ul style="list-style-type: none"> ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com <p>Read Alouds:</p> <ul style="list-style-type: none"> ● Migration by Gail Gibbons ● Animals and Where They Live by John Feltwell ● Stلالuna by Janell Cannon
<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>

UNIT 3: Science: Water for Everyone	Duration: 45 days
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Introduction

This science unit focuses on the different uses of water around the world. Students will be introduced to various forms of water , where they can be found and how it can be moved and transported. Literacy activities involve reading different genres about the topic of water to gain a deeper understanding of its importance. Reading strategies throughout the unit include making predictions, retelling using events with story elements: setting, problem and solution, inferencing, cause and effect, and making personal connections to text. Writing tasks within the unit lessons culminate to create a folktale about water that must include written literary elements such as a problem with events and a solution as the concluding piece. This folktale will be turned into a picture book.

Suggested Accommodations

- Multi Language Learners:**
- Flexible/Cooperative Grouping
 - Visuals (Board and handouts)

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- 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

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Grade: Second

Content Area: English as a Second Language

- 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
- 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

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- 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

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Reading Domain –Informational Text

- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
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- RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Reading Domain - Literature

- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Writing Domain

- W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.
- W.NW.2.3. A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- W.NW.2.3. B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- W.NW.2.3. C. Use transitional words to manage the sequence of events.
- W.NW.2.3. D. Use concrete words and phrases and sensory details to convey experience and events.
- W.NW.2.3. E. Provide a conclusion or sense of closure related to the narrated experiences or events.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- W.WP.2.4.A. Identify audience and purpose before writing.
- W.WP.2.4.B. Participate in self-evaluation of written work.
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Next Generation Science Standards (NGSS)

- *2-ESS2-3 Earth's Systems* - Obtain information to identify where water is found on Earth and that it can be solid or liquid
- 2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
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- 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,

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- 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.
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.

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<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>

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

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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:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

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.

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.

Summative Assessments:

- Rubrics
- Chapter project based learning

Benchmark Assessments:

- Chapter assessment

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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Water is a natural resource that people, plants, and animals need to live. • Water can look different depending on its form—solid, liquid, or gas. • Water moves in different ways, both naturally and through human-made systems. • People around the world use water in many ways for daily life, work, and culture. • Water is connected to Earth’s systems, including temperature, weather patterns, and the water cycle. • Climate change affects weather patterns and water availability, which impacts communities and ecosystems. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we get water? • What are the different ways we use water? • How can water look different in nature? • How does water move from one place to another? • How do people around the world use water? • How is water connected to Earth’s temperature and weather? • How does climate change affect water and our environment?
<p>Content: Students will know:</p> <ul style="list-style-type: none"> • The three states of matter for water: solid (ice, snow), liquid (rain, drinking water), and gas (steam, water vapor). • Ways water can be moved from one place to another • The essential uses of water for living things (drinking for survival, bathing, cooking, growing plants). • The connection to water within the Earth (temperature/weather patterns) • The water cycle (evaporation, condensation, precipitation) explains how water moves through the environment • Climate change can cause changes in rainfall, melting ice, droughts, and rising sea levels. 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the uses of water within partnerships • Apply known vocabulary words to have different meanings using context clues (ex: various meaning of the word change) • Use graphic organizers to provide information with different foci (inferences, cause/effect, retelling) • Build comprehension of texts of different genres by making personal connections • Write about water using multiple writing craft styles

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 • Make tactile versions of different precipitation types 	<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.eltnql.com • Reading A-Z • Epic!
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<ul style="list-style-type: none"> Create an anchor chart of “Water Uses” as a class Take a tour around classroom/school/neighborhood to explore all the things that would need water Watch a meteorologist forecast to see weather and water types Create a tactile water cycle Watch videos of water pollution and discuss ways to improve water systems throughout the world 	<ul style="list-style-type: none"> Reading IQ Unite for Literacy Vooks.com <p>Read Alouds:</p> <ul style="list-style-type: none"> You Wouldn't Want to Live Without Clean Water by Roger Canavan Water Can Be by Laura Purdie Salas All the Water in the World by George Ella Lyon Hey Water! by Antoinette Portis
<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>

UNIT 4: Social Studies: Citizenship (Lend a Hand) - What are our responsibilities to each other?	Duration: 45 days
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Introduction

This social studies unit focuses on the meaning of responsibility. To explore responsibility through discussions, students will be asked to identify good character traits and actions that consider those good citizens. Throughout the unit, students will engage in various literacy activities such as making predictions, inferencing, personal connections to texts and the outside world, bringing in background knowledge, and understanding the central message of the author through the use of fables. Writing tasks during lessons in the unit culminate to a writing process that has students conduct an interview on what makes a good citizen.

Suggested Accommodations

- Multi Language Learners:**
- Flexible/Cooperative Grouping
 - Visuals (Board and handouts)
 - Flashcards (Digital and paper)

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- 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

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- 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
- 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.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Reading Domain - Literature

- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Writing Domain

- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
- W.AW.2.1.A. Introduce an opinion.
- W.AW.2.1.B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- W.AW.2.1.C. Provide a conclusion.
- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
- W.IW.2.2.A. Introduce a topic clearly.
- W.IW.2.2.B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- W.IW.2.2.C. Provide a conclusion.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- W.WP.2.4.A. Identify audience and purpose before writing.
- W.WP.2.4.B. Participate in self-evaluation of written work.
- W.WP.2.4.C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

Speaking and Listening Domain

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.PE.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.2.1.B. Build on others; talk in conversations by linking their explicit comments to the remarks of others.
- SL.PE.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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- SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Domain

- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.KL.2.1A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- L.KL.2.1.B. Compare formal and informal uses of English.
- L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.VL.2.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.VL.2.2.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- L.VL.2.2.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.VL.2.2.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.VL.2.2.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.VI.2.3.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.VI.2.3.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- L.VI.2.3.C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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 (NJSLS-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.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 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).

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- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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.

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.
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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

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<p>Act as a responsible and contributing community member and employee.</p>	<p>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.</p>
<p>Attend to financial well-being.</p>	<p>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.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>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.</p>
<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</p>

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	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

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

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- | |
|---|
| <ul style="list-style-type: none"> ● Identify who, when , where, or how to seek help for oneself or others when needed |
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Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Role play/skits ● Turn and talk ● Draw pictures ● Discussion circle ● Participation/observations ● Questioning ● Expressive language prompt 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Turn and Talks ● Discussion Circles ● DOLs ● Centers ● Vocabulary Boxes ● Projects ● ChatterPix ● Flipgrid <p>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:</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

Enduring Understandings:	Essential Questions:
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Lakewood Township School District Curriculum Guide

Grade: Second	Content Area: English as a Second Language
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<ul style="list-style-type: none"> ● Responsibility means making good choices, helping others, and taking care of ourselves, our community, and our environment. ● Showing kindness, respect, and good citizenship helps create safe, welcoming, and inclusive communities. ● Fables use characters, settings, and a clear moral to teach important lessons about how people should behave. ● Understanding the difference between facts and opinions helps readers think carefully about what they read and hear. ● Responsible citizens make choices that help protect the Earth, including caring for our environment and responding to climate change. 	<ul style="list-style-type: none"> ● What are our responsibilities to each other? ● What does it mean to be responsible? ● How can our character traits and actions show kindness, respect, and good citizenship? ● What makes a fable different from other stories? ● How can we tell the difference between a fact and an opinion? ● How can we be responsible citizens who help our community and our planet?
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<p>Content: <u>Students will know:</u></p> <ul style="list-style-type: none"> ● Responsibility is being dependable, making good choices, and taking ownership of one's actions. ● Different character traits and actions that show kindness, respect and display good citizenship ● A moral is the lesson the author wants the reader to learn ● Difference between facts and opinions ● Responsible actions—such as reducing waste, saving energy, and caring for nature—support environmental health. ● Climate change affects communities and the natural world, and responsible citizens can take small actions that help. 	<p>Skills: <u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● Participate in discussions about opinions and how to form statements to justify/reason their thinking ● Build reading comprehension by making personal connections to texts and to the world ● Make deeper understandings to text by determining the message an author is trying to make “This text teaches....” ● Using visuals and other text features as a source of information ● Apply written thoughts using various writing styles ● Describe ways that responsible citizenship includes taking care of the environment. ● Identify simple actions that help address climate change (recycling, saving water, reducing waste, planting trees, etc.).
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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 ● Sort pictures/scenarios of what determines a good citizen 	<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!
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Lakewood Township School District Curriculum Guide

Grade: Second

Content Area: English as a Second Language

- Build communication skills with “Charlie activity” - [Charlie activity](#) (see video)
- Sort Fact and Opinion statements
- Role play good citizenship character traits

- Reading IQ
- Unite for Literacy
- Vooks.com

Read Alouds:

- What if Everybody Did That? by Ellen Javernick
- What Does it Mean to be Global? by Rana DiOrio
- Just Help! How to Build a Better World by Sonia Sotomayor
- What Can a Citizen Do? by Dave Eggers and Shawn Harris
- Remarkably You! by Pat Zietlow Miller and Patrice Barton

Supplemental Resources:

- Wordwall
- CENGAGE
- National Geographic
- Scholastic News

ESL Specific Resources:

<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/>