



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: English as a Second Language (5th Grade)

Department: ESL

Board Approval	Supervisor	Notes
August 2026	Cecilia Vila	Born Date

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	The First Americans	21	Physical Science Structures and Properties of Matter
2	The First Americans	22	Physical Science Structures and Properties of Matter
3	The First Americans	23	Physical Science Structures and Properties of Matter
4	Age of Exploration	24	Physical Science Structures and Properties of Matter
5	Age of Exploration	25	Physical Science Structures and Properties of Matter
6	Age of Exploration	26	Life Science- Matter and Energy in Organisms and Ecosystems
7	Settling the Colonies in North America	27	Life Science- Matter and Energy in Organisms and Ecosystems
8	Settling the Colonies in North America	28	Life Science- Matter and Energy in Organisms and Ecosystems
9	Settling the Colonies in North America	29	Life Science- Matter and Energy in Organisms and Ecosystems
10	DBQ: Jamestown	30	Life Science- Matter and Energy in Organisms and Ecosystems
Week	Marking Period 2	Week	Marking Period 4
11	Life in the Colonies	31	Earth Science- Earth's Systems
12	Life in the Colonies	32	Earth Science- Earth's Systems
13	Life in the Colonies	33	Earth Science- Earth's Systems
14	The American Revolution	34	Earth Science- Earth's Systems

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

15	The American Revolution	35	Earth Science- Earth's Systems
16	The American Revolution	36	Physical Science- Space Systems: Stars and the Solar System
17	A New Nation	37	Physical Science- Space Systems: Stars and the Solar System
18	A New Nation	38	Physical Science- Space Systems: Stars and the Solar System
19	A New Nation	39	Physical Science- Space Systems: Stars and the Solar System
20	DBQ	40	Physical Science- Space Systems: Stars and the Solar System

Core Instructional & Supplemental Materials including various levels of Texts

Savvas myWorld Interactive Worktext and Leveled Readers, The DBQ Project, McGraw Hill Reading Wonders, various trade books related to topics.,

Time Frame 3 weeks

Topic

The First Americans

Alignment to Standards

WIDA English Language Development Standards

ELD Standard 1: Language for Social and Instructional Purposes

English language learners communicate for social and instructional purposes within the school setting.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

ELD Standard 2: Language for Language Arts

English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

ELD Standard 5: Language for Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

WIDA ELD Standard 2: Language for Language Arts — Inform

ELD-LA.4-5.Inform.Interpretive

Multilingual learners will interpret informational texts in language arts by:

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and/or behaviors
- Evaluating the impact of author's word choices on meaning

ELD-LA.4-5.Inform.Expressive

Multilingual learners will construct informational texts in language arts that:

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and/or behaviors
- Develop coherence and cohesion throughout text

WIDA ELD Standard 5: Language for Social Studies — Explain

ELD-SS.4-5.Explain.Interpretive

Multilingual learners will interpret social studies explanations by:

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive

Multilingual learners will construct social studies explanations that:

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

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

WIDA ELD Standard 5: Language for Social Studies — Argue

ELD-SS.4-5.Argue.Interpretive

Multilingual learners will interpret social studies arguments by:

- Identifying topic and purpose
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive

Multilingual learners will construct social studies arguments that:

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

Learning Objectives and Activities

Multilingual Learners will.....

Domain 1: Listening

- Identify key details about Native American groups, migration, natural resources, trade, and exploration by listening to read-alouds, videos, and classroom discussions.
- Distinguish between reasons people migrated, settled, explored, traded, cooperated, or came into conflict.
- Listen to descriptions of maps, routes, and resources to understand how geography influenced settlement and exploration.

Domain 2: Speaking

- Discuss how geography and natural resources influenced where Native American groups lived and how they used the land.
- Compare and contrast Native American groups, European explorers, and cultural practices

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

using sentence frames.

- Explain how movement, trade, exploration, and colonization affected different groups of people.

Domain 3: Reading

- Determine the main idea and key details in nonfiction texts about Native American groups, migration, exploration, trade, and colonization.
- Interpret maps, images, timelines, and charts to understand migration patterns, exploration routes, and settlement patterns.
- Recognize vocabulary related to geography, culture, trade, resources, conflict, cooperation, and exploration.

Domain 4: Writing

- Write short responses explaining why people migrated, explored, traded, or settled in certain regions.
- Use evidence from texts, maps, images, and class discussions to support ideas.
- Compare and contrast Native American groups, European explorers, and cultural practices using sentence frames.

Key Vocabulary

Migration
Settlement
Natural resources
Region
Geography
Explorer
Exploration
Trade
Route
Map

[WIDA Language Charts](#)

Assessments

Formative:

- Lesson 1 Check #5, page 13
- Lesson 2 Check #5 & #6, page 23
- Lesson 3 Check #6, page 33

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

- Online quizzes (Lessons 1-3)

Summative:

- Chapter 1 Test
- Writing Workshop: Write Informative Text #11, page 39 (Use Informative/Explanatory Writing Rubric from Activity Guide page ix)

Benchmark:

- Social Studies Skills Pre-Test

Alternative:

- Quest Findings: Write and Present Your Recipe about American Indian foods

Interdisciplinary Connections

NJSLS:ELA:

- **SL.PE.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.RW.5.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS: SCIENCE:

- **5-ESS3-1.** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
- **3-ESS2-2** Obtain and combine information to describe climates in different regions of the world.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Career Readiness, Life Literacies, and Key Skills

N/A

Technology Integration

- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (NEW)
- **9.4.5.TL.3:** Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols when creating an American Indian food recipe.

Career Education

CRP4. Communicate clearly and effectively and with reason.

CRP7. Students will employ valid and reliable research strategies when locating information about American Indian people, climate, geography, animals, and available resources in order to create an American Indian food recipe.

CRP11. Use technology to enhance productivity.

Time Frame	3 weeks
Topic	
Age of Exploration	
Alignment to Standards	
WIDA English Language Development Standards	
ELD Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.	
ELD Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.	
ELD Standard 5: Language for Social Studies	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

WIDA ELD Standard 2: Language for Language Arts — Inform

ELD-LA.4-5.Inform.Interpretive

Multilingual learners will interpret informational texts in language arts by:

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and/or behaviors
- Evaluating the impact of author's word choices on meaning

ELD-LA.4-5.Inform.Expressive

Multilingual learners will construct informational texts in language arts that:

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and/or behaviors
- Develop coherence and cohesion throughout text

WIDA ELD Standard 5: Language for Social Studies — Explain

ELD-SS.4-5.Explain.Interpretive

Multilingual learners will interpret social studies explanations by:

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive

Multilingual learners will construct social studies explanations that:

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

WIDA ELD Standard 5: Language for Social Studies — Argue

ELD-SS.4-5.Argue.Interpretive

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Multilingual learners will interpret social studies arguments by:

- Identifying topic and purpose
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive

Multilingual learners will construct social studies arguments that:

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

Learning Objectives and Activities

Multilingual Learners will.....

Domain 1: Listening

- Listen to read-alouds, videos, folktales, and classroom discussions to build understanding of early North America, American Indian groups, European exploration, and cultural diversity.
- Identify key details about geography, climate, natural resources, trade, exploration, and settlement by listening to teacher modeling and peer discussions.
- Listen to descriptions of maps, timelines, routes, and cultural regions to understand where people lived, moved, traded, and explored.
- Distinguish between reasons people migrated, settled, explored, traded, cooperated, or came into conflict.

Domain 2: Speaking

- Use prior knowledge and personal experiences to make meaningful connections to culture, food, geography, exploration, and settlement.
- Discuss the compelling question, "What does food tell us about culture?" using sentence frames and academic vocabulary.
- Describe and compare the ways of life of different American Indian groups, including cultural regions, roles, religion, government, economy, and use of local resources.
- Explain how geography, climate, natural resources, trade, and technology influenced American Indian groups and European explorers.
- Compare and contrast American Indian groups, European explorers, and colonists using partner talk, group discussion, and sentence frames.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Domain 3: Reading

- Read nonfiction texts, maps, timelines, images, and primary sources to identify key people, events, cultural regions, exploration routes, and settlement patterns.
- Analyze maps showing American Indian cultural regions, exploration routes, natural resources, and geographic features.
- Interpret timelines to place key events and people related to early North America and European exploration in chronological order.
- Determine the main idea and key details in texts about American Indian cultures, early settlement, exploration, trade, conflict, cooperation, and the Columbian Exchange.
- Recognize and define vocabulary related to culture, geography, climate, resources, economy, exploration, migration, trade, settlement, conflict, cooperation, and perspective.

Domain 4: Writing

- Write short responses explaining how geography, climate, and natural resources influenced American Indian groups, settlement, trade, and exploration.
- Use evidence from texts, maps, timelines, images, folktales, and class discussions to support ideas.
- Compare and contrast different American Indian groups, European explorers, and colonists using a Venn diagram or graphic organizer.
- Organize information by cultural region, geographic location, resources, ways of life, and historical impact.
- Research an American Indian food and create a recipe or restaurant-style description that explains how food reflects culture and local resources.
- Write explanations about how movement, trade, exploration, and colonization affected people, places, resources, and cultures in North America.

Key Vocabulary Words

1. Exploration
2. Explorer
3. Route
4. Navigation
5. Natural resources
6. Trade
7. Settlement
8. Colonization
9. Columbian Exchange
10. Cultural region

[WIDA Language Charts](#)

Assessments

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Formative:

- Lesson 1 Check #5, page 13
- Lesson 2 Check #5 & #6, page 23
- Lesson 3 Check #6, page 33
- Online quizzes (Lessons 1-3)

Summative:

- Chapter 1 Test
- Writing Workshop: Write Informative Text #11, page 39 (Use Informative/Explanatory Writing Rubric from Activity Guide page ix)

Benchmark:

- Social Studies Skills Pre-Test

Alternative:

- Quest Findings: Write and Present Your Recipe about American Indian foods

Interdisciplinary Connections

NJSLS:ELA:

- **SL.PE.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.RW.5.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS: SCIENCE:

- **5-ESS3-1.** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
- **3-ESS2-2** Obtain and combine information to describe climates in different regions of

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

the world.
Career Readiness, Life Literacies, and Key Skills
Technology Integration
• 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (NEW) • 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols when creating an American Indian food recipe.
Career Education
CRP4. Communicate clearly and effectively and with reason. CRP7. Students will employ valid and reliable research strategies when locating information about American Indian people, climate, geography, animals, and available resources in order to create an American Indian food recipe. CRP11. Use technology to enhance productivity.

Time Frame	3 weeks
Topic	
Settling the Colonies in North America	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes ELD-SI.4-12.Inform • Sort, clarify, and summarize relationships. • Summarize most important aspects of information. ELD-SI.4-12.Explain • Generate and convey initial thinking. • Follow and describe cycles and sequences of steps or procedures and their causes and effects. ELD-SI.4-12.Argue • Clarify and elaborate ideas based on feedback. • Refine claims and reasoning based on new information or evidence.	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

WIDA ELD Standard 5: Language for Social Studies

ELD-SS.4-5.Explain.Interpretive

- Determine different opinions in sources for answering compelling and supporting questions about phenomena or events.
- Analyze sources for a series of contributing factors or causes.
- Evaluate disciplinary concepts and ideas that are open to different interpretations.

ELD-SS.4-5.Explain.Expressive

- Introduce phenomena or events.
- Describe components, order, causes and effects, or cycles using relevant examples and details.
- Generalize probable causes and effects of developments or events.

ELD-SS.4-5.Argue.Interpretive

- Identify topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge a perspective).
- Analyze relevant information from multiple sources to develop claims in response to compelling questions.
- Evaluate point of view and credibility of sources based on distinctions between fact and opinion.

ELD-SS.4-5.Argue.Expressive

- Introduce topic.
- Select relevant information to support claims with evidence from multiple sources.
- Establish perspective.
- Show relationships between claims with reasons and multiple sources of evidence.

Learning Objectives and Activities

Multilingual Learners will.....

Domain 1: Listening

- Follow directions to identify and locate the thirteen colonies, major settlements, and regions on maps.
- Identify key details from presentations, videos, and discussions about European exploration and colonization.
- Recognize vocabulary related to colonization, migration, government, and geography.

Domain 2: Speaking

- Compare and contrast the Spanish, English, French, and Dutch colonies.
- Explain why different groups came to North America and describe the challenges they faced.
- Discuss the relationships among Europeans, Native Americans, and Africans using evidence from texts.

Domain 3: Reading

- Interpret maps, timelines, charts, and primary sources, including the Mayflower

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Compact.

- Identify causes and effects of colonization and settlement.
- Compare information from multiple historical sources to answer compelling questions.

Domain 4: Writing

- Write informative responses explaining why people settled in North America.
- Compare colonial regions using graphic organizers or charts.
- Use evidence from primary and secondary sources to support claims in a paragraph or DBQ response.

Key Vocabulary

- Pilgrim
- Puritan
- Charter
- Plantation
- Triangular Trade
- Mercantilism
- Religious freedom
- Exploration
- Treaty
- Alliance

[WIDA Language Charts](#)

Assessments

Formative:

- Lesson 1 Check #7, page 97
- Lesson 2 Check #6, page 105
- Lesson 3 Check #6, page 113
- Lesson 4 Check #6, page 123
- Online quizzes (Lessons 1-4)

Summative:

- Chapter 3 Test
- Writing Workshop: Write Informative Text #9 page 129 (Use Informative/Explanatory Writing Rubric from Activity Guide page ix)

Benchmark:

n/a

Alternative:

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

- Quest Finding: Write and share blog post describing an imagined pilgrimage from Europe to North America.

Interdisciplinary Connections

NJSLS:ELA:

- **SL.PE.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **RI.TS.5.4.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.RW.5.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.
- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.8: Identify risks that individuals and households face.

Technology Integration

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

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Career Education

CRP4. Communicate clearly and effectively and with reason.

CRP7. Students will employ valid and reliable research strategies when locating information about the people and materials necessary for a successful voyage in order to create a blog post describing an imagined pilgrimage from Europe to North America.

CRP11. Use technology to enhance productivity.

Time Frame

3 weeks

Topic

Life in the Colonies

Alignment to Standards

WIDA English Language Development Standards

ELD Standard 1: Language for Social and Instructional Purposes

English language learners communicate for social and instructional purposes within the school setting.

ELD Standard 5: Language for Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

WIDA ELD Standard 5: Language for Social Studies — Explain

ELD-SS.4-5.Explain.Interpretive

Multilingual learners will interpret social studies explanations by:

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive

Multilingual learners will construct social studies explanations that:

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

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

- Generalize probable causes and effects of developments or events

WIDA ELD Standard 5: Language for Social Studies — Argue

ELD-SS.4-5.Argue.Interpretive

Multilingual learners will interpret social studies arguments by:

- Identifying topic and purpose
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive

Multilingual learners will construct social studies arguments that:

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

Learning Objectives and Activities

Multilingual Learners will.....

Domain 1: Listening

- Multilingual learners will follow directions to identify features of colonial life, including regions, resources, jobs, and trade.
- Multilingual learners will recognize vocabulary related to colonial labor systems, slavery, indentured servitude, mercantilism, resources, and trade.

Domain 2: Speaking

- Multilingual learners will explain how geography, climate, landforms, and resources affected how people lived and worked in the colonies.
- Multilingual learners will compare slavery and indentured servitude in Colonial labor systems.
- Multilingual learners will describe examples of human, natural, and physical resources used to produce goods and services.

Domain 3: Reading

- Multilingual learners will read informational texts and primary or secondary sources about life in the colonies.
- Multilingual learners will identify key details about colonial labor, trade, mercantilism,

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

resources, and economic opportunities.

- Multilingual learners will compare perspectives of African, European, and Native American groups during the Colonial era.

Domain 4: Writing

- Multilingual learners will write explanations about how geography, resources, and trade influenced life in the colonies.
- Multilingual learners will use evidence from sources to compare slavery and indentured servitude.
- Multilingual learners will construct written arguments about how race, gender, religion, and economic status affected social, economic, and political opportunities during the Colonial era.

Key Vocabulary Words

- Colony
- Colonial era
- Slavery
- Indentured servitude
- Mercantilism
- Trade
- Specialization
- Natural resources
- Human capital
- Economic opportunity

[WIDA Language Charts](#)

Assessments

Formative:

- Lesson 1 Check #7, page 145
- Lesson 2 Check #6, page 155
- Lesson 3 Check #5, page 165
- Lesson 4 Check #5, page 173
- Lesson 5 Check #, 5 page 179
- Online quizzes (Lessons 1-5)

Summative:

- Chapter 4 Test
- Writing Workshop: Write an Informative / Explanatory Piece, #8 page 183 (Use Informative / Explanatory Writing Rubric from Activity Guide page ix).

Benchmark:

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

n/a

Alternative:

- Quest Finding: Write and share an infomercial to attract new colonists.
- DBQ Essay

Interdisciplinary Connections

NJSLS:ELA:

- **SL.PE.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.RW.5.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.
- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

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

Technology Integration

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

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Career Education

CRP4. Communicate clearly and effectively and with reason.

CRP7. Students will employ valid and reliable research strategies when locating information about the advantages and hardships of colonial life in North America in order to create an infomercial.

CRP11. Use technology to enhance productivity.

Time Frame

3 weeks

Topic

The American Revolution

Alignment to Standards

WIDA English Language Development Standards

ELD Standard 1: Language for Social and Instructional Purposes

English language learners communicate for social and instructional purposes within the school setting.

ELD Standard 2: Language for Language Arts

English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

ELD Standard 3: Language for Mathematics

English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

ELD Standard 5: Language for Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

WIDA ELD Standard 5: Language for Social Studies — Explain

ELD-SS.4-5.Explain.Interpretive

Multilingual learners will interpret social studies explanations by:

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive

Multilingual learners will construct social studies explanations that:

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

WIDA ELD Standard 5: Language for Social Studies — Argue

ELD-SS.4-5.Argue.Interpretive

Multilingual learners will interpret social studies arguments by:

- Identifying topic and purpose
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive

Multilingual learners will construct social studies arguments that:

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

Learning Objectives and Activities

Multilingual Learners will.....

Domain 1: Listening

- Multilingual learners will listen to videos, teacher directions, class discussions, and read-alouds to identify key events, people, and causes of the American Revolution.
- Multilingual learners will listen for vocabulary related to the American Revolution, including words connected to conflict, protest, independence, alliances, battles, and government.
- Multilingual learners will follow oral directions to analyze maps, interpret timelines, and locate major battles and events in chronological and spatial context.
- Multilingual learners will listen to explanations about cause-and-effect relationships,

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

including how tensions between the colonists and Britain increased after the French and Indian War.

Domain 2: Speaking

- Multilingual learners will discuss the compelling question, “Was the American Revolution worth fighting for? Why or why not?” using evidence from texts, videos, and class activities.
- Multilingual learners will explain how tensions rose between the American colonists and the British and describe events that led to the beginning of the Revolutionary War.
- Multilingual learners will compare Patriot and British leaders, advantages and disadvantages of each side, and the roles of women, African Americans, and American Indians during the Revolution.
- Multilingual learners will describe visuals, maps, and images by identifying details, explaining actions, and discussing the artist’s point of view.

Domain 3: Reading

- Multilingual learners will read informational texts, leveled readers, primary sources, and excerpts related to the American Revolution to identify main ideas and key details.
- Multilingual learners will analyze primary and secondary sources, including Thomas Paine’s *Common Sense*, to understand purpose, point of view, and historical significance.
- Multilingual learners will interpret timelines, maps, images, and documents to understand the sequence of events, major battles, and important leaders of the American Revolution.
- Multilingual learners will read to identify cause-and-effect relationships, including how protests, the Continental Congresses, the Declaration of Independence, alliances, and the Treaty of Paris shaped the outcome of the war.

Domain 4: Writing

- Multilingual learners will write responses that explain the causes, major events, leaders, and effects of the American Revolution using academic vocabulary and evidence from sources.
- Multilingual learners will contribute to a class newspaper by writing about major events leading up to the American Revolution and battles that took place during the war.
- Multilingual learners will write evidence-based explanations or arguments in response to questions such as “Was the American Revolution worth fighting for?” and “Valley Forge: Would you have quit?”
- Multilingual learners will summarize how alliances, individual actions, key documents, and major battles contributed to American independence.

Key Vocabulary

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

- Revolution
- Independence
- Patriot
- Loyalist
- Protest
- Taxation
- Alliance
- Declaration of Independence
- Continental Congress
- Treaty of Paris

[WIDA Language Charts](#)

Assessments

Formative:

- Lesson 1 Check #5, page 199
- Lesson 2 Check #9, page 209
- Lesson 3 Check #6, page 219
- Lesson 4 Check #6, page 229
- Lesson 5 Check #5, page 237
- Online quizzes (Lessons 1-5)

Summative:

- Chapter 5 Test
- Writing Workshop: Write an Opinion Piece, page 241 #10 (Use Opinion Writing Rubric from Activity Guide page viii)

Benchmark:

n/a

Alternative:

- Quest Finding: write a letter to the editor of the newspaper that tells about major events leading up to the American Revolution and the battles that took place during it
- DBQ Essay: Valley Forge: Why would you have quit?

Interdisciplinary Connections

NJSLS:ELA:

- **SL.PE.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.5.1c** Pose and respond to specific questions by making comments that

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

contribute to the discussion and elaborate on the remarks of others.

- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.RW.5.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.
- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Career Readiness, Life Literacies, and Key Skills

9.1.5.EG.1: Explain and give examples of what is meant by the term "tax".

9.1.5.EG.2: Describe how tax monies are spent

Technology Integration

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

Career Education

CRP4. Communicate clearly and effectively and with reason.

CRP7. Students will employ valid and reliable research strategies when locating information about key events and persons involved in the American Revolution in order to create a letter to the editor.

CRP11. Use technology to enhance productivity.

Time Frame

3 weeks

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Topic
A New Nation
Alignment to Standards
WIDA English Language Development Standards
ELD Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
ELD Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
ELD Standard 5: Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
WIDA ELD Standard 5: Language for Social Studies — Explain
ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by: • Determining different opinions in sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for a series of contributing factors or causes • Evaluating disciplinary concepts and ideas that are open to different interpretations
ELD-SS.4-5.Explain.Expressive Multilingual learners will construct social studies explanations that: • Introduce phenomena or events • Describe components, order, causes and effects, or cycles using relevant examples and details • Generalize probable causes and effects of developments or events
WIDA ELD Standard 5: Language for Social Studies — Argue
ELD-SS.4-5.Argue.Interpretive Multilingual learners will interpret social studies arguments by:

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

- Identifying topic and purpose
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive

Multilingual learners will construct social studies arguments that:

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

Learning Objectives and Activities

Multilingual Learners will.....

Domain 1: Listening

- Multilingual learners will listen to videos, directions, and discussions to identify key people, events, and vocabulary related to the creation of the U.S. Constitution, the Bill of Rights, and the structure of government.

Domain 2: Speaking

- Multilingual learners will discuss the purpose of government, explain how the Constitution divides and limits power, and compare the views of Federalists and Anti-Federalists using academic vocabulary.

Domain 3: Reading

- Multilingual learners will read informational texts, primary sources, timelines, maps, and excerpts from historical documents to identify main ideas, key details, point of view, and cause-and-effect relationships.

Domain 4: Writing

- Multilingual learners will write summaries, opinion statements, and a persuasive letter using evidence to explain or support ideas about the Constitution, Bill of Rights, checks and balances, and ratification.
- Multilingual learners will write opinion statements supported by evidence about whether the U.S. Constitution should have been ratified.
- Multilingual learners will write a persuasive letter to the editor supporting or opposing ratification of the U.S. Constitution.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

- Multilingual learners will use evidence from sources to explain how the Constitution, Bill of Rights, checks and balances, and amendments affect citizens and government today.

Key Vocabulary

- Constitution
- Articles of Confederation
- Federalism
- Checks and balances
- Branches of government
- Ratification
- Bill of Rights
- Amendment
- Federalists
- Anti-Federalists

[WIDA Language Charts](#)

Assessments

Formative:

- Lesson 1 Check #7, page 257
- Lesson 2 Check #7, page 269
- Lesson 3 Check #6, page 279
- Lesson 4 Check #5, page 289
- Online quizzes (Lessons 1-4)

Summative:

- Chapter 6 Test
- Writing Workshop: Write an Informative / Explanatory Piece, #12 page 294 (Use Informative / Explanatory Writing Rubric from Activity Guide page ix).

Benchmark:

n/a

Alternative:

- Quest Finding: write a persuasive letter to the editor supporting or opposing the ratification of the U.S. Constitution

Interdisciplinary Connections

NJSLS:ELA:

- **SL.PE.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.5.1c** Pose and respond to specific questions by making comments that

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

contribute to the discussion and elaborate on the remarks of others.

- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text..
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.RW.5.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.
- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

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

Career Education

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies when locating information about the U.S. Constitution and Bill of Rights in order to create a persuasive letter to the editor supporting or opposing the ratification of the U.S. Constitution.

CRP11. Use technology to enhance productivity.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Time Frame	5 weeks
Topic	
Physical Science: Structures and Properties of Matter	
Alignment to Standards	
WIDA English Language Development Standards	
ELD Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.	
ELD Standard 3: Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.	
ELD Standard 4: Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.	
WIDA ELD Standard 4: Language for Science — Explain	
ELD-SC.4-5.Explain.Interpretive Multilingual learners will interpret scientific explanations by:	
• Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon • Paraphrasing central ideas in complex evidence, concepts, processes, and information • Evaluating the extent to which reasoning and evidence support explanations	
ELD-SC.4-5.Explain.Expressive Multilingual learners will construct scientific explanations that:	
• Introduce scientific ideas or concepts • Describe valid and reliable evidence from sources about a phenomenon • Establish neutral or objective stance in how results are communicated • Develop reasoning to show relationships between evidence and claims	
WIDA ELD Standard 4: Language for Science — Argue	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

ELD-SC.4-5.Argue.Interpretive

Multilingual learners will interpret scientific arguments by:

- Identifying evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

ELD-SC.4-5.Argue.Expressive

Multilingual learners will construct scientific arguments that:

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making and defending a claim

Learning Objectives and Activities

Multilingual Learners will.....

Domain 1: Listening

- Listen to videos, teacher directions, lab instructions, and class discussions to identify key ideas and vocabulary related to matter, particles, properties, physical changes, chemical changes, mixtures, solutions, and conservation of mass.
- Listen for important details during demonstrations and investigations, including what materials are being tested, what changes are observed, and whether a new substance is formed.

Domain 2: Speaking

- Describe observable properties of materials, such as color, hardness, reflectivity, conductivity, magnetism, and solubility.
- Explain the difference between physical and chemical changes using science vocabulary.
- Discuss observations from labs, virtual investigations, and hands-on activities.
- Share claims about whether matter changed and support ideas with observations and evidence.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Domain 3: Reading

- Read informational texts, close reads, vocabulary sheets, lab directions, science articles, and virtual lab materials to identify main ideas and key details.
- Identify cause-and-effect relationships and evidence about matter and its properties.
- Interpret diagrams, charts, models, and investigation results to understand that matter is made of particles too small to see and that the total weight of matter is conserved.

Domain 4: Writing

- Record observations, measurements, vocabulary, and lab results during investigations of matter and its properties.
- Write explanations using evidence to describe how materials can be identified.
- Write about how matter changes when heated, cooled, mixed, melted, frozen, or dissolved.
- Write claims supported by data from labs and models to explain how mass is conserved.

Key Vocabulary

- Matter
- Particles
- Properties
- Mass
- Conservation of mass
- Physical change
- Chemical change
- Mixture
- Solution
- Solubility

[WIDA Language Charts](#)

Assessments

Formative Assessments

- Student Lab Sheets from Better Lesson
- States of Matter formal quiz after Close Read
- Formative Monitoring (Questioning / Discussion)

Summative Assessments

- Mystery Science Assessment pages for Matter

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

- Houghton Mifflin Science Assessments for chapters 12 and 13 (see *Zen Room*)
- Phases of Matter formal assessment with answer key
- Optional Unit Assessments from Better Lesson

Alternative Assessments

- Engineering Activity using hot air balloons: [How heat can change air?](#)
- EnVisions - Math and Science Connection
 - o Topic 6: [States of Water](#)
 - o Topic 8: [Kitchen Chemistry](#)

Interdisciplinary Connections

NJSLS: ELA

- **RI.CR.5.1.** Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.MF.5.6.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.SE.5.6** Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- **W.WR.5.5.** Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

NJSLS: Mathematics

- **MP.2** Reason abstractly and quantitatively. (5-PS1-1)
- **MP.4** Model with mathematics. (5-PS1-1)
- **5.NBT.A.1** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-PS1-1)
- **5.NF.B.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5-PS1-1)
- **5.MD.C.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (5-PS1- 1)

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

- **5.MD.C.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (5-PS1- 1)

NJSLS: Computer Science and Design Thinking

- **8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.
- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CI.4:** Research the development process of a product and identify the role of failure as a part of the creative process.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.

Career Education

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

CRP 11. SW use technology to enhance productivity by accessing the following online resources:

Time Frame	5 weeks
Topic	
Life Science- Matter and Energy in Organisms and Ecosystems	
Alignment to Standards	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

WIDA English Language Development Standards

ELD Standard 1: Language for Social and Instructional Purposes

English language learners communicate for social and instructional purposes within the school setting.

ELD Standard 4: Language for Science

English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

WIDA ELD Standard 4: Language for Science — Explain

ELD-SC.4-5.Explain.Interpretive

Multilingual learners will interpret scientific explanations by:

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information
- Evaluating the extent to which reasoning and evidence support explanations

ELD-SC.4-5.Explain.Expressive

Multilingual learners will construct scientific explanations that:

- Introduce scientific ideas or concepts
- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships between evidence and claims

WIDA ELD Standard 4: Language for Science — Argue

ELD-SC.4-5.Argue.Interpretive

Multilingual learners will interpret scientific arguments by:

- Identifying evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

ELD-SC.4-5.Argue.Expressive

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Multilingual learners will construct scientific arguments that:

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making and defending a claim

Learning Objectives and Activities

Multilingual Learners will.....

Domain 1: Listening

- Listen to videos, teacher directions, interactive lessons, and class discussions to identify key ideas and vocabulary related to ecosystems, food chains, food webs, photosynthesis, decomposers, matter, and energy.
- Listen for important details about how plants get materials for growth from air and water and how energy from the sun moves through organisms in an ecosystem.
- Follow oral directions during activities, games, observations, and investigations about food chains, food webs, photosynthesis, and the movement of matter.

Domain 2: Speaking

- Describe how plants use air, water, and sunlight to grow and produce food.
- Explain how energy from the sun moves from plants to animals through food chains and food webs.
- Discuss the roles of producers, consumers, and decomposers in an ecosystem using science vocabulary.
- Share observations and claims about how changes in an ecosystem can affect plants, animals, and the balance of the food web.

Domain 3: Reading

- Read informational texts, textbook passages, worksheets, and online resources to identify main ideas and key details about photosynthesis, food chains, food webs, ecosystems, and energy flow.
- Interpret diagrams, models, energy pyramids, and food web visuals to understand how matter and energy move among plants, animals, decomposers, and the environment.
- Identify cause-and-effect relationships, such as how changes to one organism or

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

resource can affect other parts of an ecosystem.

Domain 4: Writing

- Record vocabulary, observations, and information from readings, videos, models, and investigations about ecosystems and energy flow.
- Write explanations describing how plants get materials for growth, how animals get energy from food, and how energy from food was once energy from the sun.
- Use evidence from texts, diagrams, and models to support claims about matter cycling through ecosystems and energy moving through food chains and food webs.
- Create written responses, diagrams, or models to show the roles of producers, consumers, decomposers, and the environment in a balanced ecosystem.

Key Vocabulary

- Ecosystem
- Organism
- Producer
- Consumer
- Decomposer
- Food chain
- Food web
- Photosynthesis
- Matter
- Energy

[WIDA Language Charts](#)

Assessments

Formative Assessments

- Schoology Food Chains & Food Web Quiz
- Energy Quiz (*food webs/chains*)
- Brain Pop Food Chains Printable Quiz
- Energy pyramid printable quiz
- Food Chain printable quiz
- Formative Monitoring (Questioning / Discussion)

Summative Assessments

- Follow Up Questions: Feed the Dingo
- End of Unit Assessment Web of Life
- Student Lab Sheets from Better Lessons/Mystery Science lessons

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Alternative Assessments

- EnVisions Math/Science Connections
 - [Ecosystems](#) Topic 16 pg 845
 - [Food chains & Food webs](#) Topic 13 pg731

Interdisciplinary Connections

NJSLS: ELA

- **RI.CR.5.1.** Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.MF.5.6.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **W.AW.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5- LS1-1)
- **SL.UM.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-LS2-1), (5-PS3-1)

NJSLS: Mathematics

- **MP.2** Reason abstractly and quantitatively. (5-LS1-1), (5-LS2-1)
- **MP.4** Model with mathematics. (5-LS1-1), (5-LS2-1)
- **MP.5** Use appropriate tools strategically. (5-LS1-1)
- **5.MD.A.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (5-LS1- 1)

NJSLS: Computer Science and Design Thinking

- **8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.
- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Technology Integration

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.

Career Education

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

CRP 11. SW use technology to enhance productivity by accessing the following online resources:

- [Amazing Water & Sound Experiment](#)
- [Sound](#)
- [BrainPop Waves](#)
- [BrainPop Light](#)
- [Brainpop: Sound](#)
- [Waves](#)
- [Dolphin Sound Echoes](#)
- [Bill Nye the Science Guy on Light](#)

Time Frame

5 weeks

Topic

Earth Science- Earth's Systems

Alignment to Standards

WIDA English Language Development Standards

ELD Standard 1: Language for Social and Instructional Purposes

English language learners communicate for social and instructional purposes within the school setting.

ELD Standard 3: Language for Mathematics

English language learners communicate information, ideas and concepts necessary for

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

academic success in the content area of mathematics.

ELD Standard 4: Language for Science

English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

WIDA ELD Standard 4: Language for Science — Explain

ELD-SC.4-5.Explain.Interpretive

Multilingual learners will interpret scientific explanations by:

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information
- Evaluating the extent to which reasoning and evidence support explanations

ELD-SC.4-5.Explain.Expressive

Multilingual learners will construct scientific explanations that:

- Introduce scientific ideas or concepts
- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships between evidence and claims

WIDA ELD Standard 4: Language for Science — Argue

ELD-SC.4-5.Argue.Interpretive

Multilingual learners will interpret scientific arguments by:

- Identifying evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

ELD-SC.4-5.Argue.Expressive

Multilingual learners will construct scientific arguments that:

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone or an objective stance

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

- Signal logical relationships among reasoning, evidence, data, and/or a model when making and defending a claim

Learning Objectives and Activities

Multilingual Learners will.....

Domain 1: Listening

- Listen to videos, teacher directions, read-alouds, and class discussions to identify key ideas and vocabulary related to Earth's systems, including the geosphere, hydrosphere, atmosphere, and biosphere.
- Listen for details about how Earth's systems interact, how water is distributed on Earth, and how weather, climate, oceans, and landforms affect ecosystems.
- Follow oral directions during webquests, virtual labs, graphing activities, modeling tasks, and engineering investigations.

Domain 2: Speaking

- Describe the four Earth systems and explain how two systems interact with one another.
- Discuss how the ocean, atmosphere, weather, climate, and landforms affect living things and Earth's surface.
- Use science vocabulary to explain the distribution of salt water and fresh water on Earth.
- Share claims and ideas about how communities can protect Earth's resources and respond to environmental or climate-related problems.

Domain 3: Reading

- Read informational texts, leveled readers, close reads, webquest materials, and articles to identify main ideas and key details about Earth's systems, water distribution, weather, climate, and human impact.
- Interpret diagrams, models, maps, graphs, simulations, and visuals to understand how Earth's spheres interact.
- Analyze data and source information about freshwater, oceans, glaciers, groundwater, water quality, and climate change.
- Identify cause-and-effect relationships related to Earth's systems, natural events, and human activities.

Domain 4: Writing

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

- Record observations, vocabulary, data, and information from readings, videos, models, virtual labs, and investigations.
- Write explanations describing how the geosphere, hydrosphere, atmosphere, and biosphere interact.
- Write summaries using evidence about water distribution, weather, climate, ecosystems, and human impact on Earth's resources.
- Create written claims, models, graphs, or project responses explaining ways communities can protect Earth's resources, environment, and address climate change issues.

Key Vocabulary

- Geosphere
- Hydrosphere
- Atmosphere
- Biosphere
- Ecosystem
- Climate
- Weather
- Water cycle
- Freshwater
- Conservation

[WIDA Language Charts](#)

Assessments

Formative Assessments

- Formative Monitoring (Questioning / Discussion)
- Student Lab Sheets from lessons

Summative Assessments

- Earth's Spheres Formal Assessment

Alternative Assessments

- Poster of Earth's Spheres done electronically or on paper
- [NASA on Climate Science](#) (can use part or whole unit; final project on grant writing on page 49-55)
- EnVisions - Math and Science Connections
 - Topic 3: [Water Usage](#)
 - Topic 6: [States of Water](#)

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Interdisciplinary Connections

NJSLS: ELA

- **RI.CR.5.1.** Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.MF.5.6.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **W.WR.5.5.** Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- **W.SE.5.6.** Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- **SL.UM.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-ESS2-1), (5-ESS2-2)

NJSLS: Mathematics

- **MP.2** Reason abstractly and quantitatively. (5-ESS2-1), (5-ESS2-2), (5-ESS3-1), (3-5-ETS1-1), (3-5-ETS1-2), (3-5-ETS1-3)
- **MP.4** Model with mathematics. (5-ESS2-1), (5-ESS2-2), (5-ESS3-1), (3-5-ETS1-1), (3-5-ETS1-2), (3-5-ETS1-3)
- **MP.5** Use appropriate tools strategically. (3-5-ETS1-1), (3-5-ETS1-2), (3-5-ETS1-3)
- **5.G.A.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS2-1)
- **3-5.OA** Operations and Algebraic Thinking (3-5-ETS1-1), (3-5-ETS1-2)

NJSLS: Computer Science and Design Thinking

- **8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim.
- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills

- **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training,

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Technology Integration

- **9.4.5.CI.1:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **9.4.5.CI.2:** Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
- **9.4.5.CT.2:** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.DC.8:** Propose ways local and global communities can engage digitally to participate in and promote climate action.

Career Education

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

CRP 11. SW use technology to enhance productivity by accessing the following online resources:

- [Amazing Water & Sound Experiment](#)
- [Sound](#)
- [BrainPop Waves](#)
- [BrainPop Light](#)
- [Brainpop: Sound](#)
- [Waves](#)
- [Dolphin Sound Echoes](#)
- [Bill Nye the Science Guy on Light](#)

Time Frame	5 weeks
Topic	
Physical Science- Space Systems: Stars and the Solar System	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Alignment to Standards

WIDA English Language Development Standards

ELD Standard 1: Language for Social and Instructional Purposes

English language learners communicate for social and instructional purposes within the school setting.

ELD Standard 3: Language for Mathematics

English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

ELD Standard 4: Language for Science

English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

WIDA ELD Standard 4: Language for Science — Explain

ELD-SC.4-5.Explain.Interpretive

Multilingual learners will interpret scientific explanations by:

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information
- Evaluating the extent to which reasoning and evidence support explanations

ELD-SC.4-5.Explain.Expressive

Multilingual learners will construct scientific explanations that:

- Introduce scientific ideas or concepts
- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships between evidence and claims

WIDA ELD Standard 4: Language for Science — Argue

ELD-SC.4-5.Argue.Interpretive

Multilingual learners will interpret scientific arguments by:

- Identifying evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

same topic

- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

ELD-SC.4-5.Argue.Expressive

Multilingual learners will construct scientific arguments that:

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making and defending a claim

Learning Objectives and Activities

Multilingual Learners will.....

Domain 1: Listening

- Listen to videos, teacher directions, read-alouds, and class discussions to identify key ideas and vocabulary related to stars, the sun, gravity, shadows, day and night, Earth's rotation, and Earth's orbit.
- Listen for details about why the sun appears brighter than other stars and how distance affects apparent brightness.
- Follow oral directions during shadow investigations, gravity activities, graphing tasks, and engineering challenges.

Domain 2: Speaking

- Describe how Earth's gravity pulls objects toward the center of the planet.
- Explain why the sun appears brighter than other stars because it is closer to Earth.
- Discuss patterns related to shadows, day and night, Earth's rotation, and the seasonal appearance of stars.
- Share observations and evidence from investigations, models, videos, and data displays.

Domain 3: Reading

- Read informational texts, close reads, leveled readers, study guides, and articles about the sun, stars, gravity, Earth's rotation, orbit, shadows, and day and night.
- Identify main ideas, key details, and science vocabulary related to space systems.
- Interpret diagrams, models, charts, and graphs to understand patterns in shadows,

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

day length, and the apparent brightness of stars.

- Read to gather evidence that supports scientific explanations and arguments.

Domain 4: Writing

- Record observations, vocabulary, measurements, and data from shadow investigations, gravity activities, models, and readings.
- Write explanations about gravity, apparent brightness, Earth's rotation, day and night, and shadow patterns.
- Use evidence from texts, models, investigations, and graphs to support claims about stars, the sun, gravity, and Earth's movement.
- Create written responses, diagrams, or data displays to show patterns in shadows, day length, and the appearance of stars.

Key Vocabulary

- Gravity
- Gravitational force
- Sun
- Star
- Apparent brightness
- Distance
- Rotation
- Orbit
- Shadow
- Day and night

[WIDA Language Charts](#)

Assessments

Formative Assessments

- [Brainpop Sun quiz](#)
- [Brain Pop Gravity Quiz](#) and [worksheet](#)
- [Brainpop Seasons worksheet](#)
- Formative Monitoring (Questioning / Discussion)
- Student Lab Sheets from BetterLesson

Summative Assessments

- Mystery Science: [Earth's Rotation Assessment](#) ([Answer key](#))
- Mystery Science: [Sun's Path Assessment](#) ([answer key](#))
- End of Unit assessment [NGSS resources](#)

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

Alternative Assessments

- EnVisions - Math/Science Connections
 1. [Earth's Rotation](#) Topic 14(pg 773)
 2. [Solar Energy](#) Topic 4 (pg 163)

Interdisciplinary Connections

NJSLS: ELA

- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.AA.5.7.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **W.AW.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **SL.UM.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

NJSLS: Mathematics

- **MP.2** Reason abstractly and quantitatively. (5-ESS1-1),(5-ESS1-2)
- **MP.4** Model with mathematics. (5-ESS1-1),(5-ESS1-2)
- **5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-ESS1-1)
- **5.G.A.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS1-2)

NJSLS: Computer Science and Design Thinking

- **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

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

Technology Integration

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.

Career Education

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

CRP 11. SW use technology to enhance productivity by accessing the following online resources:

- [Amazing Water & Sound Experiment](#)
- [Sound](#)
- [BrainPop Waves](#)
- [BrainPop Light](#)
- [Brainpop: Sound](#)
- [Waves](#)
- [Dolphin Sound Echoes](#)

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

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English as a Second Language COURSE ESL (Grade 5)

- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Home of the Spartans!
#spartanlegacy

