

## Pine Hill Public Schools Curriculum

Content Area:		<b>ESL</b>	
Course Title/ Grade Level:		ESL Grade 1 & Grade 2	
Unit 1:	<b>My Community</b>	Month:	<b>September/ October</b>
Unit 2:	<b>My Larger Community</b>	Month:	<b>November/ December</b>
Unit 3:	<b>Living and Working Together</b>	Month:	<b>January/ February</b>
Unit 4:	<b>Our Great Big, Busy World</b>	Month:	<b>March/ April</b>
Unit 5:	<b>The World Around Me</b>	Month:	<b>May/ June</b>
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools  
ESL Curriculum**

<b>Unit Title:</b> My Community		<b>Unit #: 1</b>
<b>Course or Grade Level:</b> 1-2		<b>Length of Time:</b> September/October
<b>Date Created:</b> 2/15/13		<b>BOE Approval Date:</b>
<b>Pacing</b>	Chapter 1: 2 weeks; Chapter 2: 1 week; Chapter 3: 1 week; Chapter 4: 2 weeks; Chapter 5: 2 weeks	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What language do students need in order to demonstrate comprehension and engage in the topic of the community?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Adjectives</li> <li>• Commands</li> <li>• Social greetings</li> <li>• Prepositions and prepositional phrases</li> <li>• Question words</li> <li>• Phonemes</li> <li>• Decoding skills</li> <li>• Reading strategies</li> <li>• Listening strategies</li> <li>• Syntax</li> <li>• Reading comprehension</li> <li>• Writing</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Ask and answer informal questions</li> <li>• Recognize, identify, and correctly pronounce phonemes</li> <li>• Listen attentively to presentation of target vocabulary, poetry, songs, and stories</li> <li>• Recognize patterns of sounds in oral language, e.g., rhyming</li> <li>• Follow 1- and 2- step directions for classroom and work related activities.</li> <li>• Use common social greetings and phrases</li> <li>• Categorize words (language arts)</li> <li>• Categorize objects (language arts, social studies, science, and mathematics)</li> <li>• Compare and contrast</li> <li>• Complete a graph</li> <li>• Give identifying information that involves numbers</li> <li>• Respond appropriately to social and academic interactions</li> <li>• Retell stories</li> <li>• Write about a character from a story</li> <li>• Write a friendly letter</li> <li>• Write basic personal information and family information</li> <li>• Write a brief narrative</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Formative: Teacher Observation, Classwork, Class Discussion, Writing Task, Quizzes, Homework</li> <li>• Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing)</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• ELP 1: Students will use nonverbal cues to demonstrate comprehension</li> <li>• ELP 2: Students will use nonverbal cues, discussion, and simple writing (labeling) to demonstrate comprehension</li> <li>• ELP 3: Students will use discussion and basic writing (kid writing) to demonstrate comprehension, e.g., labeling</li> <li>• ELP 4: Students will use discussion and writing to demonstrate comprehension</li> <li>• ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension</li> </ul>	

<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>Language Arts, Mathematics, Social Studies, Science</li> </ul>						
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>Carousel of IDEAS</li> <li>Internet Resources</li> </ul>						
<b>Standards</b>							
<b>WIDA</b>	<b>English Language Proficiency Standards</b>						
ELP Standard 1	English language learners communicate for <b>Social</b> and <b>Instructional</b> purposes within the school setting.						
ELP Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .						
ELP Standard 3	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .						
ELP Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Science</b> .						
ELP Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .						
Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing						
<u><b>21<sup>st</sup> Century Themes</b></u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u><b>21<sup>st</sup> Century Skills</b></u>							
X	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools  
ESL Curriculum**

<b>Unit Title:</b> My Larger Community		<b>Unit #: 2</b>
<b>Course or Grade Level:</b> 1-2		<b>Length of Time:</b> November/December
<b>Date Created:</b> 2/15/13		<b>BOE Approval Date:</b>
<b>Pacing</b>	Chapter 1: 1 week; Chapter 2: 1 week; Chapter 3: 1week; Chapter 3: 2 weeks; Chapter 4: 2 weeks; Chapter 5: 2 weeks; Chapter 6: 1 week	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What language do students need in order to demonstrate comprehension and engage in the topic of the larger community?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Listening skills</li> <li>• Sequence</li> <li>• Context clues</li> <li>• Adjectives</li> <li>• Subject/Object Pronouns</li> <li>• Social Greetings</li> <li>• Directional cues</li> <li>• Sequencing</li> <li>• Modals</li> <li>• Graphs</li> <li>• Estimations</li> <li>• Syntax</li> <li>• Subject-verb agreement</li> <li>• Capital letters</li> <li>• Punctuation</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Ask for assistance</li> <li>• Listen attentively to the presentation of target vocabulary</li> <li>• Identify the relationship between simple text and personal experience</li> <li>• Categorize animals</li> <li>• Categorize objects and words</li> <li>• Create, complete, and read a graph</li> <li>• Draw and label a map</li> <li>• Illustrate events on a timeline</li> <li>• Identify and draw shapes in the environment</li> <li>• Identify environmental print, e.g, signs around school and the community</li> <li>• Identify text features</li> <li>• Make predictions</li> <li>• Respond appropriately to social and academic interactions</li> <li>• Use context clues</li> <li>• Understand story elements of different genres</li> <li>• Use realia to illustrate oral and written math statements</li> <li>• Write ingredients and directions for a recipe (with assistance)</li> <li>• Understand and use the steps in the writing process</li> <li>• Write a brief informational piece about an animal</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Formative: Teacher Observation, Classwork, Class Discussion, Writing Task, Quizzes, Homework</li> <li>• Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing)</li> </ul>	

<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• ELP 1: Students will use nonverbal cues to demonstrate comprehension</li> <li>• ELP 2: Students will use nonverbal cues, discussion, and simple writing (labeling) to demonstrate comprehension</li> <li>• ELP 3: Students will use discussion and basic writing (kid writing) to demonstrate understanding</li> <li>• ELP 4: Students will use discussion and writing to demonstrate understanding</li> <li>• ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension</li> </ul>						
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language Arts, Social Studies and Technology</li> </ul>						
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Carousel of IDEAS</li> <li>• Internet Resources</li> </ul>						
<b>Standards</b>							
<b>WIDA</b>	<b>English Language Proficiency Standards</b>						
ELP Standard 1	English language learners communicate for <b>Social</b> and <b>Instructional</b> purposes within the school setting.						
ELP Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .						
ELP Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .						
Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing						
<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
X	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools  
ESL Curriculum**

<b>Unit Title:</b> Living and Working Together		<b>Unit #: 3</b>
<b>Course or Grade Level:</b> 1-2		<b>Length of Time:</b> January/February
<b>Date Created:</b> 2/26/13		<b>BOE Approval Date:</b>
<b>Pacing</b>	Chapter 1: 1 week; Chapter 2: 1 week; Chapter 3: 1 week; Chapter 4: 1 week; Chapter 5: 1 week; Chapter 6: 1 week; Chapter 7: 2 weeks	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What language do students need in order to demonstrate comprehension and engage in the topic of living and working together?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Word problems</li> <li>• Graphs</li> <li>• Antonyms</li> <li>• Nutrition</li> <li>• Book features</li> <li>• Estimations</li> <li>• Predictions</li> <li>• Syntax</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Categorize objects and words/key vocabulary</li> <li>• Complete mathematical word problems with a group</li> <li>• Conduct a science experiment: (how plants grow)</li> <li>• Create, complete, and read a graph</li> <li>• Demonstrate comprehension of initials as a means to abbreviate names</li> <li>• Read a thermometer</li> <li>• Make predictions</li> <li>• Match antonyms</li> <li>• Participate in class discussions on food groups, nutrition, and healthy and unhealthy foods; share personal experience</li> <li>• Point out book features: cover, title, author, illustrator</li> <li>• Sequence events (language arts, social studies, and science)</li> <li>• Respond appropriately to social and academic situations</li> <li>• Demonstrate understanding about how signs and symbols express ideas</li> <li>• Use context clues to identify missing words</li> <li>• Use knowledge of numbers to add coins of various denominations</li> <li>• Use math numbers to estimate quantities</li> <li>• Use numbers 21-59 to count objects and record data</li> <li>• Write an increasing number of words and simple sentences appropriate for language arts and other content areas</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Formative: Teacher Observation, Classwork, Class Discussion, Writing Task, Quizzes, Homework</li> <li>• Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing)</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• ELP 1: Students will use nonverbal cues to demonstrate comprehension</li> <li>• ELP 2: Students will use nonverbal cues, discussion, and simple writing (labeling) to demonstrate comprehension</li> <li>• ELP 3: Students will use discussion and basic writing (kid writing) to demonstrate understanding</li> <li>• ELP 4: Students will use discussion and writing to demonstrate comprehension</li> <li>• ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension</li> </ul>	

<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>Language Arts, Mathematics, Science, Social Studies</li> </ul>						
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>Carousel of IDEAS</li> <li>Internet Resources</li> </ul>						
<b>Standards</b>							
<b>WIDA</b>	<b>English Language Proficiency Standards</b>						
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ELP Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .						
Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing						
<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
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<b>Unit Title:</b> Our Great Big, Busy World		<b>Unit #: 4</b>
<b>Course or Grade Level:</b> 1-2		<b>Length of Time:</b> March/April
<b>Date Created:</b> 2/26/13		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What language do students need in order to demonstrate comprehension and engage in the topic of our great big, busy world?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Adjectives</li> <li>• Emotions</li> <li>• Commands</li> <li>• Directions words</li> <li>• Social greetings and phrases</li> <li>• Modals</li> <li>• Prepositions/Prepositional phrases</li> <li>• Comparatives/Superlatives</li> <li>• Nouns as a part of speech</li> <li>• Plural nouns (s, es, ies)</li> <li>• Present tense verbs</li> <li>• Syntax</li> <li>• Question words</li> <li>• Why questions</li> <li>• Countable and uncountable nouns</li> <li>• Fact and opinion</li> <li>• Main Idea</li> <li>• Parts of the body</li> <li>• Animals and Habitats</li> <li>• Occupations</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Categorize objects and key vocabulary</li> <li>• Create a collage related to a literature selection</li> <li>• Create, complete, and read a graph</li> <li>• Differentiate between fact and opinion</li> <li>• Distinguish between foods that come from animals and foods that come from plants</li> <li>• Draw and label a picture of a clothing item from a family's native country</li> <li>• Draw and name body parts</li> <li>• Follow directions to conduct a science experiment</li> <li>• Identify the main idea of a story</li> <li>• Make predictions</li> <li>• Match animals with the habitat in which they live</li> <li>• Participate in class discussions on ease/difficulty of jobs, animal habitats, skin and eye care, and safety rules</li> <li>• Sequence events</li> <li>• Record data and conclusion of a science experiment</li> <li>• Respond appropriately to social and academic interactions</li> <li>• Use the Internet to gather information and complete a report on a famous early American presidents</li> <li>• Research an animal habitat and draw a mural of it</li> <li>• Conduct research to find facts about wild animals with a partner</li> <li>• Write an increasing number of words and simple sentences appropriate for language arts and other content areas</li> </ul>	



<b>Assessments</b>	<ul style="list-style-type: none"> <li>Formative: Teacher Observation, Classwork, Class Discussion, Writing Task, Quizzes, Homework</li> <li>Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing)</li> </ul>						
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>ELP 1: Students will use nonverbal cues to demonstrate comprehension</li> <li>ELP 2: Students will use nonverbal cues, discussion, and simple writing (labeling) to demonstrate comprehension</li> <li>ELP 3: Students will use discussion and basic writing (kid writing) to demonstrate understanding</li> <li>ELP 4: Students will use discussion and writing to demonstrate comprehension</li> <li>ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension</li> </ul>						
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>Language Arts, Mathematics, Science, Social Studies, Technology</li> </ul>						
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>Carousel of IDEAS</li> <li>Internet Resources</li> </ul>						
<b>Standards</b>							
<b>WIDA</b>	<b>English Language Proficiency Standards</b>						
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ELP Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .						
Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing						
<b><u>21<sup>st</sup> Century Themes</u></b>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
ESL Curriculum**

<b>Unit Title: The World Around Me</b>		<b>Unit #: 5</b>
<b>Course or Grade Level: 1-2</b>		<b>Length of Time: May/June</b>
<b>Date Created: 2/26/13</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	Chapter 1: 1 week; Chapter 2: 1 week; Chapter 3: 1 week; Chapter 4: 2 weeks; Chapter 5: 1 week; Chapter 6: 1 week	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What language do students need in order to demonstrate comprehension and engage in the topic of the world around me?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Compare/Contrast</li> <li>• Idioms</li> <li>• Collective nouns</li> <li>• Syntax</li> <li>• Punctuation</li> <li>• Comparatives</li> <li>• Sequencing</li> <li>• Future tense verbs</li> <li>• Early exploration</li> <li>• Subject-verb agreement</li> <li>• Vehicles</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Poetry</li> <li>• Animals</li> <li>• Habitats</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Listen attentively to presentation of target vocabulary</li> <li>• Recognize and demonstrate comprehension of target vocabulary</li> <li>• Read target vocabulary and match with corresponding pictures</li> <li>• Listen to and answer riddles</li> <li>• Create a riddle</li> <li>• Orally ask and answer questions</li> <li>• Read written work aloud with some pacing, intonation, and expression</li> <li>• Draw a picture and write a caption in response to a poem</li> <li>• Relate the events of a story in sequence</li> <li>• Draw a picture about early exploration</li> <li>• Make predictions using the future tense</li> <li>• Describe actions using the future tense</li> <li>• Rewrite the ending of a story</li> <li>• Describing objects in space (location)</li> <li>• Classify objects</li> <li>• Recognize and understand idiomatic expressions</li> <li>• Respond appropriately to social and academic interactions</li> <li>• Use social and academic vocabulary in context</li> <li>• Read vocabulary phrases and sentences independently</li> <li>• Follow a model to independently write a short descriptive paragraph on an assigned science topic</li> <li>• Write using contractions</li> <li>• Decode and interpret the meaning of unfamiliar words in a sentence, using knowledge of English</li> </ul>	

	<ul style="list-style-type: none"> <li>morphemes, phonics, and syntax</li> <li>Write a logical sequence of actions required to achieve a desired outcome</li> <li>Read a graph and answer questions using words, phrases, or simple sentences</li> <li>Read a nonfiction article with the class</li> <li>Read riddles and respond in writing to factual comprehension questions</li> <li>Identify syllables</li> <li>Answer questions about a reading using inference</li> <li>Compare and contrast vehicles</li> <li>Describe using comparatives</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>Formative: Teacher Observation, Classwork, Class Discussion, Writing Task, Quizzes, Homework</li> <li>Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing)</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>ELP 1: Students will use nonverbal cues to demonstrate comprehension</li> <li>ELP 2: Students will use nonverbal cues, discussion, and simple writing (labeling) to demonstrate comprehension</li> <li>ELP 3: Students will use discussion and basic writing (kid writing) to demonstrate understanding</li> <li>ELP 4: Students will use discussion and writing to demonstrate comprehension</li> <li>ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>Language Arts, Mathematics, Science, Social Studies</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>Carousel of IDEAS</li> <li>Internet Resources</li> </ul>

### Standards

<b>WIDA</b>	<b>English Language Proficiency Standards</b>
ELP Standard 1	English language learners communicate for <b>Social</b> and <b>Instructional</b> purposes within the school setting.
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ELP Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .
Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing

### 21<sup>st</sup> Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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### 21<sup>st</sup> Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Revised: March 26, 2013