

Pine Hill Public Schools Curriculum

Content Area:		ESL	
Course Title/ Grade Level:		ESL Grades 3 - 5	
Unit 1:	The World Around Me	Month:	September/ October
Unit 2:	My Environment	Month:	November/ December
Unit 3:	Settings & Situations	Month:	January/ February
Unit 4:	On the Go	Month:	March/ April
Unit 5:	Simple Machines	Month:	May/ June
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
ESL Curriculum**

Unit Title: The World Around Me		Unit #: 1
Course or Grade Level: 3-5		Length of Time: September/October
Date Created: 3-11-2013		BOE Approval Date:
Pacing	Chapter 1: 1 week; Chapter 2: 1 week; Chapter 3: 1 week; Chapter 4: 2 weeks; Chapter 5: 1 week; Chapter 6: 1 week	
Essential Questions	<ul style="list-style-type: none"> • What language do students need in order to demonstrate comprehension and engage in the topic of everyday environment? 	
Content	<ul style="list-style-type: none"> • Key vocabulary • Vehicles • Days of the week • Common household objects • Weather • Directions • Feelings • Animals • Habitats • Signs and symbols • Sequencing • Verbs • Adjectives • Pronouns • Plural nouns • Syntax • Idioms 	
Skills	<ul style="list-style-type: none"> • Listen attentively to presentation of key vocabulary • Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication • Answer and create riddles • Write original sentences • Interview a family member • Ask and answer questions • Compare and contrast using comparative structures • Recognize and identify silent letters in words • Read and evaluate common consumer materials (advertisements) • Invent a new toy and describe it in a few sentences • Make predictions • Listen to a story and respond to comprehension, recall, and critical thinking questions • Read a story and respond to comprehension, recall, and critical thinking questions • Describe characters and setting • Distinguish between regular and irregular past tense verbs • Apply spelling rules for regular past tense verbs • Complete written sentences using regular and irregular verbs • Identify and explain idioms used in a story • Create a graphic organizer • Use reference materials to research • Write and present a report • Describe location of objects 	

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

**Pine Hill Public Schools
ESL Curriculum**

Unit Title: My Environment		Unit #: 2
Course or Grade Level: 3-5		Length of Time: November/December
Date Created: 03-11-2013		BOE Approval Date:
Pacing	Chapter 1: 1 week; Chapter 2: 1 week; Chapter 3: 1 week; Chapter 4: 2 weeks; Chapter 5: 1 week; Chapter 6: 1 week	
Essential Questions	<ul style="list-style-type: none"> • What language do students need in order to demonstrate comprehension and engage in the topic of the environment? 	
Content	<ul style="list-style-type: none"> • Key vocabulary • Modes of transportation • Months of the year • Sports/Games/Toys • Parts of a house • Common household objects • Tools • Verbs: Past (with contractions), past progressive, future, irregular past • Adjectives • Syntax • Pronouns • Comparative and superlative structures • Prepositions • Modals • Contractions • Compound sentences • Conjunctions • Orthographic patterns (e.g., “dge” in badge) • Adverbs 	
Skills	<ul style="list-style-type: none"> • Recognize and demonstrate understanding of key vocabulary through verbal and nonverbal communication • Identify the order of the months of the year • Describe placement of months orally and in writing (e.g., March is between February and April.) • Write original sentences containing target vocabulary • Draw and/or write about a holiday, activity, or event that takes place during a specific month • Identify the number of days in each month • Compare and contrast months using comparative structures • Express opinions using comparative and superlative structures • Ask and answer questions • Describe what they didn't couldn't or wouldn't do during different months • Relate the events of a story in sequence • Retell a story • Answer comprehension, recall, and critical thinking questions related to a reading • Ask interview questions and record responses • Recognize the structure of a compound sentence • Describe people using compound sentences • Write and/or illustrate a short biography • Recognize orthographic patterns • Describe actions using adverbs • Identify words that adverbs modify • Write sentences using the past progressive tense 	

	<ul style="list-style-type: none"> • Make predictions using the future tense • Recognize noun to adjective derivations ending in -ful • Write an original story involving tools • Identify and correctly use irregular past tense
Assessments	<ul style="list-style-type: none"> • Formative: Teacher Observation, Checklist, Class Discussion, Writing Task, Quizzes, Homework • Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing)
Interventions / differentiated instruction	<ul style="list-style-type: none"> • ELP 1: Students will use nonverbal cues to demonstrate comprehension • ELP 2: Students will use nonverbal cues, discussion, and simple writing to demonstrate comprehension • ELP 3: Students will use discussion and basic writing to demonstrate understanding • ELP 4: Students will use discussion and writing to demonstrate comprehension • ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts, Mathematics, Science, Social Studies
Lesson resources / Activities	<ul style="list-style-type: none"> • Carousel of IDEAS • Internet Resources

Standards

WIDA	English Language Proficiency Standards
ELP Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.
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ELP Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .
ELP Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .
Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
ESL Curriculum**

Unit Title: Settings and Situations		Unit #: 3
Course or Grade Level: 3-5		Length of Time: January/February
Date Created: 03-11-2013		BOE Approval Date:
Pacing	Chapter 1; 2 weeks; Chapter 2: 1 week; Chapter 3: 2 weeks; Chapter 4: 1 week; Chapter 5: 2 weeks	
Essential Questions	<ul style="list-style-type: none"> • What language do students need to demonstrate understanding and engage in the topic of money, time, numbers, marine animals, and geographical features? 	
Content	<ul style="list-style-type: none"> • Key vocabulary • Money • Time • Numbers: 101-1,000 • Marine animals • Geographical features • Nouns: Reciprocal • Verbs: Irregular past • Conditional forms • Idioms • Literary Device: Alliteration • Verb and verb phrases in questions • Complex sentences • Reflexive pronouns • Prepositions • Syntax • Quantity words • Gerund phrases • Indefinite pronouns • Modals • Phrasal verbs 	
Skills	<ul style="list-style-type: none"> • Recognize and demonstrate of key vocabulary through verbal and nonverbal communication • Ask and answer questions • Demonstrate and understanding of mathematical symbols used to denote dollars and cents • Rewrite sentences using symbols • Compare and contrast cost of items • Write and/or present an original role play about buying and selling items • Create a picture of a family member spending money with a caption • Use the conditional form orally and in writing • Make and confirm predictions • Answer comprehension, recall, and critical thinking questions • Write a check • Identify alliteration 	

	<ul style="list-style-type: none"> • Write an original sentence using alliteration • Demonstrate an understanding of and use idioms • Make an analog clock and show different times • Write a paragraph summarizing a nonfictional article • Edit own writing • Describe daily schedule using the conditional form • Create an appointment book showing times and activities • Identify and use reflexive pronouns • Complete a written short story using time preposition • Distinguish between adjectives and adverbs • Organize numbers in chronological order • Understand symbols for greater than and less than • Describe quantities • Write a fiction book report • Identify plot features • Classify geographical features • Read a population chart and graph and answer questions
Assessments	<ul style="list-style-type: none"> • Formative: Teacher Observation, Checklist, Class Discussion, Writing Task, Quizzes, Homework • Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing)
Interventions / differentiated instruction	<ul style="list-style-type: none"> • ELP 1: Students will use nonverbal cues to demonstrate comprehension • ELP 2: Students will use nonverbal cues, discussion, and simple writing to demonstrate comprehension • ELP 3: Students will use discussion and basic writing to demonstrate understanding • ELP 4: Students will use discussion and writing to demonstrate comprehension • ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts, Mathematics, Science, Social Studies
Lesson resources / Activities	<ul style="list-style-type: none"> • Carousel of IDEAS • Internet Resources
Standards	
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ELP Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .

ELP Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .						
Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing						
<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
ESL Curriculum**

Unit Title: On the Go		Unit #: 4
Course or Grade Level: 3-5		Length of Time: March/April
Date Created: 03-11-2013		BOE Approval Date:
Pacing		
Essential Questions	<ul style="list-style-type: none"> • What language do students need in order to demonstrate comprehension and engage in the topic of occupations, seasons, common American holidays, time, and animals? 	
Content	<ul style="list-style-type: none"> • Key vocabulary • Occupations • Seasons • American holidays • Time • Animals • Habitats • Active/Passive voice • Relative pronouns • Idioms • Verbs: Progressive perfect and future perfect tense verbs • Quoted speech • Inferences • Poetry • Tag questions • Writing process • Adjective clauses • Conditional perfect tense 	
Skills	<ul style="list-style-type: none"> • Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication • Describe occupations using relative pronouns • Ask and answer questions related to target vocabulary • Write original sentences using target vocabulary • Recognize formal language in nonfiction writing • Use conjunctive adverbs • Distinguish between active and passive voice • Describe actions • Write a story using idiomatic expressions • Develop a graphic organizer • Produce an essay using the writing process • Describe who, what, when, where, why and how of holidays and festivals • Make inferences about a poem • Express preferences using modals • Write using the progressive and future tenses • Write a nonfiction book report • Recognize and distinguish between quoted speech and reported speech 	

	<ul style="list-style-type: none"> • Write sentences using quoted speech and reported speech • Write a short story based on a writing prompt • Calculate time differences • Classify animals as mammals, birds, Write an acrostic using an animal's name • Read a nonfiction article • Write a paragraph using adverb and adjective clauses • Write a fiction book report • Relate experiences of a fictional character to own life • Read and interpret a poem • Write an original poem 		
Assessments	<ul style="list-style-type: none"> • Formative: Teacher Observation, Checklist, Class Discussion, Writing Task, Quizzes, Homework • Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing) 		
Interventions / differentiated instruction	<ul style="list-style-type: none"> • ELP 1: Students will use nonverbal cues to demonstrate comprehension • ELP 2: Students will use nonverbal cues, discussion, and simple writing to demonstrate comprehension • ELP 3: Students will use discussion and basic writing to demonstrate understanding • ELP 4: Students will use discussion and writing to demonstrate comprehension • ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension 		
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts, Mathematics, Science, Social Studies 		
Lesson resources / Activities	<ul style="list-style-type: none"> • Carousel of IDEAS • Internet Resources 		
Standards			
WIDA	English Language Proficiency Standards		
ELP Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.		
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ELP Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .		
ELP Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .		
Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
<u>21st Century Themes</u>			
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
<u>21st Century Skills</u>			

	Creativity and Innovation	X	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**

Unit Title: Simple Machines		Unit #: 5
Course or Grade Level: 3-5		Length of Time: May/June
Date Created: 03-11-2013		BOE Approval Date:
Pacing	Simple Machines are Everywhere: 1 week; Types of Simple Machines: 1 week; How to Lift a Zoo Animal: 2 weeks; How to Create a Persuasive Pitch: 2 weeks	
Essential Questions	<ul style="list-style-type: none"> • What language do students need in order to demonstrate understanding, and engage in the topic simple machines? 	
Content	<ul style="list-style-type: none"> • Graphic organizers • Glogster interactive poster • Voice Thread conversations • Graphic organizers • Compare/Contrast • Journals/Record keeping • Individual writing conferences • Anecdotal records • Persuasive Writing 	
Skills	<ul style="list-style-type: none"> • Identify orally and in writing the simple machines in the home. • Create a virtual poster showing simple machines in the real world. • Match names with pictures of simple machines from written description • Describe and/or demonstrate what simple machines do • Persuade others to invest in your product • Explain how simple machines work. Explain the 6 types of simple machines. • Listening & Writing • Define and illustrate each simple machine after listening to group presentation. • Writing • Write a minimum of two paragraphs (5-6 sentences each) comparing and contrasting two simple machines of the student's choice. • Write a caption about school-based simple machine • Complete graphic organizer • Write a compare and contrast essay on two simple machines • Present their machine to the whole class the purpose of their simple machine. • Use teacher-created rubric to provide feedback for one another. • Write in daily journals • Respond to a speculative writing prompt about lifting a zoo animal using cause and effect and sequential transitional phrases • Share their writing orally • Identify similarities among simple machines • Orally and in writing convince "Sharks" to invest in their simple machine. • Listening • Evaluate their peer's presentations using a rubric 	

Assessments	<ul style="list-style-type: none"> Formative: Teacher Observation, Checklist, Class Discussion, Writing Task, Quizzes, Homework Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing) 						
Interventions / differentiated instruction	<ul style="list-style-type: none"> ELP 1: Students will use nonverbal cues to demonstrate comprehension ELP 2: Students will use nonverbal cues, discussion, and simple writing to demonstrate comprehension ELP 3: Students will use discussion and basic writing to demonstrate understanding ELP 4: Students will use discussion and writing to demonstrate comprehension ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension 						
Inter-disciplinary Connections	<ul style="list-style-type: none"> Language Arts, Science and Technology 						
Lesson resources / Activities	<ul style="list-style-type: none"> http://www.nj.gov/education/bilingual/resources/curriculum BOE approved textbook Internet Resources 						
Standards							
WIDA	English Language Proficiency Standards						
ELP Standard 1	English language learners communicate for Social and Instructional 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 Language Arts .						
ELP Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .						
Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing						
<u>21st Century Themes</u>							
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
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		

Revised: March 26, 2013