

Pine Hill Public Schools Curriculum

Content Area:		ESL	
Course Title/ Grade Level:		ESL Pre K - K	
Unit 1:	My Community	Month:	September/ October
Unit 2:	My Larger Community	Month:	November/ December
Unit 3:	Living and Working Together	Month:	January/ February
Unit 4:	Our Great Big, Busy World	Month:	March/ April
Unit 5:	The World Around Me	Month:	April/ May (6wks)
Unit 6:	My Environment	Month:	May/ June (4wks)
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
ESL Curriculum**

Unit Title: My Community		Unit #: 1
Course or Grade Level: PreK-K		Length of Time: September/October
Date Created: 02-11-2013		BOE Approval Date:
Pacing	My Family: 2 week, My School: 2 weeks, Count Me In: 1 week, Color My World: 1 week, The Amazing Human Body: 2 weeks	
Essential Questions	<ul style="list-style-type: none"> • What language do students need to demonstrate comprehension and engage in the topic of the community? 	
Content	<ul style="list-style-type: none"> • Key vocabulary • My Family (People in the family) • My School (School words) • Count Me In (Numbers 1-10) • Color My World (Color words) • The Amazing Human Body (Body words, e.g., leg, arm, stomach) • Letter Phonemes: B,F,M,D,P,W,R,Y • Direction words (stand up, sit down, raise your hand, get in line, stop, go) • Courtesies: please and thank you 	
Skills	<ul style="list-style-type: none"> • Follow directions • Write name • Copy modeled writing • Produce uppercase and lowercase graphemes legibly • Use common social greetings and phrases • Identify site words • Draw pictures to show understanding of a reading • Describe people, places, things, e.g., yellow pencil, blue book • Ask simple questions 	
Assessments	<ul style="list-style-type: none"> • Formative: Teacher Observation, Checklist, Class Discussion, Classwork • Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing) 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • ELP 1 & 2: Use flexible grouping; deliberately pair students heterogeneously or homogeneously by proficiency level. Define vocabulary concepts from illustrations. Draw pictures to demonstrate understanding. • ELP 3: Use flexible grouping; deliberately pair students heterogeneously or homogeneously by proficiency level. Give examples of vocabulary concepts through illustrations, word/phrase banks. Students will respond orally to demonstrate understanding. Students will copy modeled writing. • ELP 4 & 5: Use flexible grouping; deliberately pair students heterogeneously or homogeneously by proficiency level. Define vocabulary concepts from illustrations, word/phrase banks. Ask questions to gather information. Students will use “kid” writing to demonstrate understanding. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts, Math, Science 	
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 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>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	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
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Unit Title: My Larger Community		Unit #: 2
Course or Grade Level: PreK-K		Length of Time: November/December
Date Created: 02-11-2013		BOE Approval Date:
Pacing	The People Around Me: 1 week, School Days: 1 week, I'm Counting on You: 1 week, Our Animal Friends: 2 weeks, The Food We Eat: 1 week, Shapes All Around Us: 1 week, More About the Amazing Human Body: 1 week	
Essential Questions	<ul style="list-style-type: none"> • What language do students need in order to demonstrate comprehension and engage in the community? 	
Content	<ul style="list-style-type: none"> • Key vocabulary • Letter phonemes: G,K,C,V,J,S,K,Z,L,Q,X • The People Around Me • School Days (School words, e.g., page, library, bulletin board) • I'm Counting on You (11-20) • Our Animal Friends (Pets) • The Food We Eat (fruits and vegetables) • Shapes All Around Us (Shape words) • More About the Amazing Human Body (Body parts, e.g. fingers, toes, chin) 	
Skills	<ul style="list-style-type: none"> • Recognize and demonstrate comprehension of target vocabulary • Demonstrate reading comprehension through drawing, discussing, and/or writing • Use social greetings and phrases • Recognize and demonstrate comprehension of subject pronouns • Recognize and demonstrate comprehension of adjectives (old,young) • Respond to social courtesies given orally • Respond orally to simple questions with words/phrases • Identify characters and settings in stories • Make predictions 	
Assessments	<ul style="list-style-type: none"> • Formative: Teacher Observation, Checklist, Class Discussion, Classwork • Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing) 	
Interventions / differentiated instruction	<p>Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective.</p> <p>ELP 1 & 2: Students will demonstrate understanding using nonverbal communication, e.g, physical actions, drawings, matching, pointing.</p> <p>ELP 3: Students will be able to demonstrate understanding through discussion and writing, e.g., labeling using a word box.</p> <p>ELP 4 & 5: Students will demonstrate understanding through discussion e.g., retell a story, and writing, e.g., "kid" writing.</p>	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social and Instructional, Language Arts, Math, Science 	

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 and 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content areas of Math and 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		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
	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
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Unit Title: Living and Working Together		Unit #: 3
Course or Grade Level: PreK-K		Length of Time: January/February
Date Created: 02-11-2013		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 living and working together? 	
Content	<ul style="list-style-type: none"> • Key vocabulary • Letter Phonemes: T,R,A,E,I,O,U • Going to Work (Occupations and Feelings) • Dress for Success (Clothing and Weather) • Numbers Everywhere (21-100) • Farm Animals-Great and Small (Animal and Farm Words/Feelings) • Food-Our Bodies' Fuel (Food and Nutrition) • Meals-Time to Meet and Eat (Meal Times/Times of Day) • Writing Our Ideas (Writing the alphabet, words, and sentences) 	
Skills	<ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Use adjectives • Demonstrate understanding of commands • Orally express preferences • Provide explanations to support decisions • Follow a model for writing a letter • Make predictions • Identify book features • Write the letters of the alphabet • Draw a picture with a caption (modeled) 	
Assessments	<ul style="list-style-type: none"> • Formative: Teacher Observation, Checklist, Class Discussion, Writing Task, Classwork • Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing) 	
Interventions / differentiated instruction	<p>Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective.</p> <ul style="list-style-type: none"> • ELP 1: Students will use nonverbal cues to demonstrate understanding • ELP 2: Students will use discussion to demonstrate comprehension • ELP 3 & 4: Students will use discussion and writing, i.e., labeling, to demonstrate understanding • ELP 5: Students will use discussion and writing, i.e., 'kid' writing, to demonstrate understanding 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts, Math, 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>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
	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
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Unit Title: Our Great Big, Busy World		Unit #: 4
Course or Grade Level: PreK-K		Length of Time: March/April (6 weeks)
Date Created: 02-11-2013		BOE Approval Date:
Pacing	Off to Work: 1 week, Dressed and Ready: 1 week, Putting Things in Order: 1 week, Animals from All Over: 1 week, Meal Time: 1 week, Busy Bodies: 1 week	
Essential Questions	What language do students need in order to demonstrate comprehension and engage in the topic of our great big, busy world?	
Content	<ul style="list-style-type: none"> • Key vocabulary • Off to Work (People and Occupations) • Dressed and Ready (Clothing and Object Pronouns) • Putting Things in Order (Ordinals) • Animals from All Over (Geography) • Mealtime (Food/Five Senses) • Busy Bodies (Body Parts, e.g., eyebrow, eyelid, fingernail, jaw, etc./Directional Words, e.g., across, against, forward, backwards, etc. 	
Skills	<ul style="list-style-type: none"> • Identify, understand, and use key vocabulary • Listen to a story and respond by drawing, discussing, and or writing Use possessive pronouns • Use appropriate verb tenses, e.g., was wearing, is wearing, going to wear • Follow directions to complete a science activity • Describe a sequence of actions • Write a friendly letter • Execute multi-step directions • Identify rhyming words • Retell a story in sequence • Listen to a nonfiction article and answer factual comprehension questions • Follow a model to write a short, descriptive paragraph 	
Assessments	<ul style="list-style-type: none"> • Formative: Teacher Observation, Checklist, Class Discussion, Writing Task, Classwork • Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing) 	
Interventions / differentiated instruction	<p>Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective.</p> <ul style="list-style-type: none"> • ELP 1: Students will use nonverbal cues to demonstrate understanding • ELP 2: Students will use nonverbal cues and discussion to demonstrate comprehension • ELP 3 & 4: Students will use discussion and writing, i.e., labeling, to demonstrate understanding • ELP 5: Students will use discussion and writing, i.e., 'kid' writing, to demonstrate understanding 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts, Math, 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>							
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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Unit Title: The World Around Me		Unit #: 5
Course or Grade Level: PreK-K		Length of Time: April/May (6 weeks)
Date Created: 02-11-2013		BOE Approval Date:
Pacing	From Here to There: 1 week, One Day at a Time: 1 week, Just for Fun: 1 week, Critters and Creatures: 1 week, things I Use: 1 week, Shape Up: 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 world around me? 	
Content	<ul style="list-style-type: none"> • Key vocabulary • From Here to There (Vehicles/Transportation) • One Day at a Time Days of the Week/Weather Words/Compare/Contrast) • Just for Fun (Review and Introduction to Idioms) • Critters and Creatures (Animals and Comparatives) • Things I Use (Home/Comparatives) • Shape Up (History of the American Red Cross and the American Flag) • Days of the week • Months of the year 	
Skills	<ul style="list-style-type: none"> • Identify and use comparative structures, conjunctions • Ask questions using verbs and verb phrases • Use future tense • Describe actions • Predict before reading • Sequence events • Use appropriate signal words to show chronological order • Explain idioms • Relate the events of a story in sequential order 	
Assessments	<ul style="list-style-type: none"> • Formative: Teacher Observation, Checklist, Class Discussion, Writing Task, Classwork • Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing) 	
Interventions / differentiated instruction	<p>Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective.</p> <ul style="list-style-type: none"> • ELP 1: Students will use nonverbal cues to demonstrate understanding • ELP 2: Students will use nonverbal cues and discussion to demonstrate comprehension • ELP 3 & 4: Students will use discussion and writing, i.e., labeling, to demonstrate understanding • ELP 5: Students will use discussion and writing, i.e., 'kid' writing, to demonstrate understanding 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts, Math, 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>							
	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
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
ESL Curriculum**

Unit Title: My Environment		Unit #: 6
Course or Grade Level: PreK-K		Length of Time: May/June (4 weeks)
Date Created: 02-11-2013		BOE Approval Date:
Pacing	Moving Right Along: 1 week, Marvelous Months: 1 week, Home Sweet Home: 1 week, Around the House: 1 week	
Essential Questions	What language do students need in order to demonstrate comprehension and engage in the topic of my environment?	
Content	<ul style="list-style-type: none"> • Key vocabulary • Moving Right Along (Big vehicles and where they are found, e.g., rocket/space, racecar/track, submarine/ocean) • Marvelous Months (Months of the year/Holidays/Prepositions of place) • Home Sweet Home (Items in the home/More prepositions of place) • Around the House (Cleanliness and Hygiene) 	
Skills	<ul style="list-style-type: none"> • Identify and use target vocabulary • Illustrate a short biography • Identify positive and negative character traits • Gather data by using the 5 senses • Identifying and understanding what is true and not true • Ask questions using do/did • Make predictions using the future tense • Respond to questions with did/didn't • Give opinion • Demonstrate independent writing with teacher prompts 	
Assessments	<ul style="list-style-type: none"> • Formative: Teacher Observation, Checklist, Class Discussion, Writing Task, Classwork • Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing) 	
Interventions / differentiated instruction	<p>Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective.</p> <ul style="list-style-type: none"> • ELP 1: Students will use nonverbal cues to demonstrate understanding • ELP 2: Students will use nonverbal cues and discussion to demonstrate comprehension • ELP 3 & 4: Students will use discussion and writing, i.e., labeling, to demonstrate understanding • ELP 5: Students will use discussion and writing, i.e., 'kid' writing, to demonstrate understanding 	
Inter-disciplinary Connections	Social and Instructional and Language Arts, Science, and 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 .					
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	X	Health Literacy
<u>21st Century Skills</u>							
	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