

English as a Second Language

Grades K-2

Prepared by:

Jason Whelpley

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

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Course Description:

English as a Second Language is meant to help bridge the academic and social concepts being taught in class to students learning English as a second language, in addition to the appropriate academic material for their grade level. As such, English Language Services and English as a Second Language curricula have five standards addressing the need for English ability in the four major academic areas and social language requirements. The five English language proficiency standards are as follows:

- **ELP Standard 1** - English language students (ELLs) communicate for Social and Instructional purposes within the school setting.
- **ELP Standard 2** - ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- **ELP Standard 3** - ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- **ELP Standard 4** - ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science.
- **ELP Standard 5** - ELLs communication information, ideas and concepts necessary for academic success in the content area of Social Studies

The Kindergarten through Second Grade English as a Second Language curriculum has five units, each one based around a specific ELP standard. Although the units are numbered, there is no specific order to which units must be addressed. The English as a Second Language class must be flexible to address and prioritize the needs of each individual English Language Learner. This curriculum provides a guide to the academic language required for each grade level and subject, as well as appropriate social language by grade level cluster.

Suggested Course Sequence*:

Unit 1: Addressing Social Language: 36 Days

Unit 2: Academic Language Arts English: 36 Days

Unit 3: Academic Mathematics English: 36 Days

Unit 4: Academic Science English: 36 Days

Unit 5: Academic Social Studies English: 36 Days

**The number of instructional days is an estimate based on the information available at this time. 1 day equals approximately 48 minutes of seat time. Teachers are strongly encouraged to review the entire unit of study carefully and collaboratively to determine whether adjustments to this estimate need to be made for each individual ELL.*

Unit Overview

Content Area: English as a Second Language

Unit Title: Addressing Social Language

Unit Placement: September - October

Grade Level: Kindergarten - Second

Unit Summary:

The Addressing Social Language unit is meant to be a crash course in the English language for students learning English in school. Before academic language is addressed it is important for students to be able to communicate on a basis level in English to be able to function and ultimately succeed in an English speaking school environment. The lessons in this unit are meant to be guidelines for important vocabulary and language structure needed as a foundation for learning English as a whole.

Interdisciplinary
Connections:

- Students will make connections between English Language Services, Mathematics, Language Arts, Science, and Social Studies.
- **RL.K.1.** - With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)
- **RL.1.2.** - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL.K.7.** - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- **RL.K.10.** - Actively engage in group reading activities with purpose and understanding.
- **RI.2.4.** - Determine the meaning of words and phrases in a text.

21st Century
Themes and Skills:

- **9.1.4.A.1** - Explain the difference between a career and a job, and identify various jobs in the community and the related earnings
- **9.2.4.A.1** - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- **9.2.4.A.2** - Identify various life roles and civic and work- related activities in the school, home, and Community.

Career Ready Practices:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
ELP Standard 1	English language students (ELLs) communicate for Social and Instructional purposes within the school setting.

Educational Technology Standards

8.1.P.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
Unit Essential Question(s): <ul style="list-style-type: none"> • <i>What cognates and false cognates exist between English and my native language?</i> • <i>What English Language structures are necessary when meeting someone and interacting socially for the first time?</i> • <i>What English Language vocabulary is necessary for describing myself, my family, and my house?</i> • <i>What English language structures, phrases, and vocabulary are necessary for communicating in a school and classroom setting?</i> • <i>How do I form and answer questions in proper English Language format?</i> • <i>How do I talk about the future, present, and past in English?</i> 	Unit Enduring Understandings: <ul style="list-style-type: none"> • There are words that generally sound the same and have the same meaning between languages (cognates) that can be used to help learn English. • There are words that generally sound the same between languages but have different meanings (false cognates) that can be confusing when learning English. • There are certain vocabulary words that are necessary for talking about family, houses, and oneself in English. • There are certain language structures, phrases, and vocabulary words used when communicating in school. • There are different ways to structure questions in the English Language. • There are multiple ways to answer questions in the English Language. • There are certain verb conjugations that are used when talking about things happening in the present. • There are certain verb conjugations that are used when talking about things happening in the past. • There are certain verb conjugations that are used when talking about things happening in the future.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> • Identify and define family, home, and personal vocabulary words through vocabulary activities. • Apply language structures, phrases, and vocabulary words for communicating effectively in a classroom, through classroom conversation role playing. • Compare and contrast the different ways to structure questions in the English Language through interview activities. • Use the present tense effectively through verbal daily routine summarizations. • Use the past tense effectively through book plot summaries. • Use the future tense effectively through verbal procedure giving activities. 	
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> • Complete Language Arts cloze activities on a given topic. 	

- Partner sharing in a think, pair, share or an inner and outer circle activity.
- Exit ticket responses either verbal or written at the end of a class.

Summative/Benchmark Assessment(s):

- Oral presentation on their family tree.
- Written paper on a pop culture topic they are interested in.
- Performance on the State ESL ACCESS exam.

Alternative Assessments:

- Draw a sketch to visually represent new vocabulary knowledge.
- Write an interview with a student demonstrating proper introductions and conversation response answers.
- Create a family tree with proper family member role labels.

Resources/Materials (copy hyperlinks for digital resources):

<https://wida.wisc.edu/>

<https://www.state.nj.us/education/bilingual/>

http://midlandpark.ss8.sharpschool.com/academics/curriculum/k-12_curriculum

<https://www.state.nj.us/education/cccs/2014/tech/81.pdf>

<https://busyteacher.org/21186-young-learners-14-great-esl-topics.html>

Modifications/Accommodations:

- Special Education Students/504
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions and permit drawing as an explanation
 - Accept participation on any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- At-Risk Students
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with other members of the 7th grade team for specific behavior interventions
 - Provide rewards as necessary
- Gifted and Talented Students
 - Provide extension activities
 - Build on students' intrinsic motivation
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)	Entire Unit: About 36 Days
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You and Your Family	<ul style="list-style-type: none"> - Introductions (Giving and asking) - Family vocabulary - Pet vocabulary 	3 Days
Your House	<ul style="list-style-type: none"> - Where they live - House rooms - Furniture 	2 Day
Colors	<ul style="list-style-type: none"> - Standard colors 	1 Day
Shapes and Sizes	<ul style="list-style-type: none"> - Adjectives use - Comparing 	3 Days
Classroom	<ul style="list-style-type: none"> - Objects - Rules 	2 Days
Numbers	<ul style="list-style-type: none"> - Written forms - Larger numbers - Place value 	2 Days
Feelings	<ul style="list-style-type: none"> - Emotions vocabulary - Expressing emotions 	3 Days
Daily Activities	<ul style="list-style-type: none"> - Verbs - Progressive or present simple forms - Time 	3 Days
Calendar	<ul style="list-style-type: none"> - Days of the week - Months 	2 Day
Seasons and Weather	<ul style="list-style-type: none"> - Seasons vocabulary - Weather vocabulary - Holidays 	2 Days
Clothes	<ul style="list-style-type: none"> - Clothes vocabulary - Adjectives use and descriptions 	2 Days
Food	<ul style="list-style-type: none"> - Food vocabulary - Giving and writing instructions 	2 Days
Transportation	<ul style="list-style-type: none"> - Transportation vocabulary - Talking about coming and going 	2 Day
Your City	<ul style="list-style-type: none"> - City vocabulary - Specifics to your town 	1 Day
Questions	<ul style="list-style-type: none"> - Question words - Forming questions 	3 Days
Time	<ul style="list-style-type: none"> - Speaking about past - Speaking about future 	3 Days
Teacher Notes:		

Additional Resources

Click links below to access additional resources used to design this unit:

Curriculum : <https://www.state.nj.us/education/bilingual/curriculum/>

How to implement: <https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf>

How to incorporate culture into the curriculum: <https://www.state.nj.us/education/bilingual/pd/fabric/fabric.pdf>

Unit Overview

Content Area: English as a Second Language

Unit Title: Academic Language Arts English
December

Unit Placement: November -

Grade Level: Kindergarten - Second

Unit Summary:

The K-2 Academic Language Arts English unit is based around the reading standards and curriculum of Kindergarten, First, and Second grade. The purpose of the unit is to scaffold comprehension and build vocabulary needed to succeed in the language arts classroom of the student's given grade level. Since the grade level skills build off of each other, despite actual grade level of the English language learner, standards can be addressed from any of the three grade levels offered.

Interdisciplinary Connections:

Students will make connections with English Language Services, English Language Arts, and Writing.

***Standards for Key ideas and details, Craft and structure, Integration of knowledge and ideas, Range of reading and level of text complexity are listed in the content standards section.**

21st Century

Themes and Skills:

- **9.2.4.A.4** - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
ELP Standard 2	- ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Interdisciplinary Connections Standards:

Progress Indicators Reading Literature Text

Key Ideas and Details

RL.K.1.	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
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RL.K.2.	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
RL.1.1.	Ask and answer questions about key details in a text.
RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
RL.2.3.	Describe how characters in a story respond to major events and challenges using key details.
Craft and Structure	
RL.K.4.	Ask and answer questions about unknown words in a text.
RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6.	Identify who is telling the story at various points in a text.
RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections
RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas	
RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.8.	(Not applicable to literature)
RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.8.	(Not applicable to literature)
RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.8.	(Not applicable to literature)

RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity	
RL.K.10.	Actively engage in group reading activities with purpose and understanding.
RL.1.10.	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
RL.2.10.	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
Progress Indicators Reading Informational Text	
Key Ideas and Details	
RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.1.	Ask and answer questions about key details in a text
RI.1.2.	Identify the main topic and retell key details of a text.
RI.1.3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure	
RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5.	Identify the front cover, back cover, and title page of a book.
RI.K.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area
RI.2.5.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas	

RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
RI.1.8.	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
RI.1.9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.2.7.	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8.	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
RI.2.9.	Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity	
RI.K.10.	Actively engage in group reading activities with purpose and understanding.
RI.1.10.	With prompting and support, read informational texts at grade level text complexity or above.
RI.2.10.	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
Educational Technology Standards	
8.1.2.A.1	identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
Unit Essential Question(s): <ul style="list-style-type: none"> What are English Language structures that are unique to Language Arts thinking, speaking, reading, and writing? What are English Language structures that apply in Language Arts as well as other academic subjects? What English vocabulary has unique Language Arts meaning in Language Arts thinking, reading, and writing? What cognates and false cognates exist in Language Arts between English and my native language? What English Language structures, phrases, and vocabulary do I need to know in order to read, write, speak, and think for Language Arts in English? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> There are phrases and structures in the English Language that are only used in relation to speaking, reading, and writing academic Language Arts. There are phrases and structures in the English language that apply to more than one academic area, including Language Arts. There are words in English that are spelled and sound the same, but have different meanings (homonyms) when being used in academic Language Arts. There are words that generally sound the same and have the same meaning between languages (cognates) that can be used to help learn English. 	

- There are words that generally sound the same between languages but have different meanings (false cognates) that can be confusing when learning English.
- There are specific English Language structures, phrases, and vocabulary that need to be known and used in order to effectively communicate in each branch of Language Arts.

Unit Learning Targets/Objectives:*Students will...*

- Use grade level appropriate English Language structures when reading, writing, and speaking Language Arts through grade level Language Arts content work.
- Differentiate grade level appropriate English Language structures that can be used in Language Arts as well as other academic subjects through academic language analysis.
- Identify and define English vocabulary with unique meanings in Language Arts through Language Arts vocabulary activities.
- Compare and contrast Language Arts cognates and false cognates between English and their native language through Language Arts vocabulary activities.
- Apply grade level appropriate English Language structures, phrases, and vocabulary in order to effectively communicate in Language Arts, through grade level Language Arts content work.

Evidence of Learning**Formative Assessments:**

- Complete Language Arts cloze activities on a given topic.
- Partner sharing in a think, pair, share or an inner and outer circle activity.
- Exit ticket responses either verbal or written at the end of a class.
- Completion of homework or classwork for the corresponding content class

Summative/Benchmark Assessment(s):

- Oral presentation on given academic topic.
- Written paper on new content knowledge.
- Performance on corresponding content class midterm, final, or exam.
- Performance on state content exams.

Alternative Assessments:

- Draw a sketch to visually represent new academic vocabulary knowledge.
- Create a how-to-guide on structuring a good Language Arts written answer.
- Create a mobile of new Language Arts cognates and false cognates in the unit.

Resources/Materials (copy hyperlinks for digital resources):

<https://wida.wisc.edu/>

<https://www.state.nj.us/education/bilingual/>

http://midlandpark.ss8.sharpschool.com/academics/curriculum/k-12_curriculum

Modifications/Accommodations:

- Special Education Students/504
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions and permit drawing as an explanation
 - Accept participation on any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- At-Risk Students
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with other members of the 7th grade team for specific behavior interventions
 - Provide rewards as necessary
- Gifted and Talented Students
 - Provide extension activities
 - Build on students' intrinsic motivation
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)	Entire Unit: 36 Days
1	Kindergarten Reading Literature Skills	6 Days	
2	Kindergarten Reading Informational Text Skills	6 Days	
3	First Grade Reading Literature Skills	6 Days	
4	First Grade Reading Informational Text Skills	6 Days	
5	Second Grade Reading Literature Skills	6 Days	
6	Second Grade Reading Informational Text Skills	6 Days	

Additional Resources

Click links below to access additional resources used to design this unit:

Curriculum : <https://www.state.nj.us/education/bilingual/curriculum/>

How to implement: <https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf>

How to incorporate culture into the curriculum: <https://www.state.nj.us/education/bilingual/pd/fabric/fabric.pdf>

Unit Overview

Content Area: English as a Second Language

Unit Title: Academic Mathematics English

Unit Placement: January - February

Grade Level: Kindergarten - Second

Unit Summary:

The K-2 Academic Mathematics English unit is based around the math standards and curriculum of Kindergarten, First, and Second grade. The purpose of the unit is to scaffold comprehension and build vocabulary needed to succeed in the math classroom of the student's given grade level. Since the grade level skills build off of each other, despite actual grade level of the English language learner, standards can be addressed from any of the three grade levels offered.

Interdisciplinary

Connections:

Students will make connections with English Language Services, mathematics, and informational text.

Language Arts:

RI.K.1. - With prompting and support, ask and answer questions about key details in a text.

RI.K.2. - With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.1. - Ask and answer questions about key details in a text

RI.1.2. - Identify the main topic and retell key details of a text.

RI.1.3. - Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.2.1. - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text

RI.2.3. - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.K.10. - Actively engage in group reading activities with purpose and understanding.

RI.1.10. - With prompting and support, read informational texts at grade level text complexity or above.

RI.2.10. - Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

***Standards for: Counting and cardinality, operations and algebraic thinking. Number and operations in base ten, measurement and data, and geometry are listed in content standards section.**

21st Century

Themes and Skills:

- **9.1.4.D.2** - Explain what it means to “invest.”
- **9.2.4.A.4** - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
ELP Standard 3	- ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Interdisciplinary Connection Standards:

Counting and Cardinality

K.CC.A.	1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
K.CC.B.	4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
K.CC.C.	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. ¹ 7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

K.OA.A	1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
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	<p>2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>5. Demonstrate fluency for addition and subtraction within 5.</p>
1.OA.A.	<p>1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>
1.OA.B.	<p>3. Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) {Students need not use formal terms for these properties}</p> <p>4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p>
1.OA.C.	<p>5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>
1.OA.D.	<p>7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \heartsuit - 3$, $6 + 6 = \heartsuit$</p>
2.OA.A.	<p>1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
2.OA.B.	<p>2. Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
2.OA.C.	<p>3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>
Number and Operations in Base Ten	
K.NBT.A	<p>1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a</p>

	drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
1.NBT.A.	1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1.NBT.B.	2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
1.NBT.C.	4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
2.NBT.A.	1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 2. Count within 1000; skip-count by 5s, 10s, and 100s. 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
2.NBT.B.	5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 6. Add up to four two-digit numbers using strategies based on place value and properties of operations. 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. 9. Explain why addition and subtraction strategies work, using place value and the properties of operations.
Measurement and Data	

K.MD.A	<p>1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>
K.MD.B	<p>3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.³</p>
1.MD.A.	<p>1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p>
1.MD.B.	<p>3. Tell and write time in hours and half-hours using analog and digital clocks.</p>
1.MD.C.	<p>4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another</p>
2.MD.A.	<p>1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>3. Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>
2.MD.B.	<p>5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p>6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>
2.MD.C.	<p>7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>
2.MD.D.	<p>9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems⁴ using information presented in a bar graph.</p>
Geometry	
K.G.A	<p>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>2. Correctly name shapes regardless of their orientations or overall size.</p> <p>3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>

K.G.B	<p>4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</p>
1.G.A.	<p>1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>
2.G.A.	<p>1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>
Educational Technology Standards	
8.1.P.A.1	Use an input device to select an item and navigate the screen
8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
<div> <div> Unit Essential Question(s): <ul style="list-style-type: none"> What are English Language structures that are unique to Mathematical thinking, speaking, reading, and writing? What are English Language structures that apply in Mathematics as well as other academic subjects? What English vocabulary has unique Mathematical meaning in Mathematical thinking, reading, and writing? What cognates and false cognates exist in Mathematics between English and my native language? </div> <div> Unit Enduring Understandings: <ul style="list-style-type: none"> There are phrases and structures in the English Language that are only used in relation to speaking, reading, and writing academic mathematics. There are phrases and structures in the English language that apply to more than one academic area, including mathematics. There are words in English that are spelled and sound the same, but have different meanings (homonyms) when being used in academic mathematics. There are words that generally sound the same and have the same meaning between languages </div> </div>	

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| <ul style="list-style-type: none"> • <i>What English Language structures, phrases, and vocabulary do I need to know in order to read, write, speak, and think mathematically in English?</i> | <p>(cognates) that can be used to help learn English.</p> <ul style="list-style-type: none"> • There are words that generally sound the same between languages but have different meanings (false cognates) that can be confusing when learning English. • There are specific English Language structures, phrases, and vocabulary that need to be known and used in order to effectively communicate in each branch of mathematics. |
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Unit Learning Targets/Objectives:*Students will...*

- Use grade level appropriate English Language structures when reading, writing, and speaking Mathematics through grade level mathematical content work.
- Differentiate grade level appropriate English Language structures that can be used in mathematics as well as other academic subjects through academic language analysis.
- Identify and define English vocabulary with unique Mathematical meanings through Mathematical vocabulary activities.
- Compare and contrast Mathematical cognates and false cognates between English and their native language through Mathematical vocabulary activities.
- Apply grade level appropriate English Language structures, phrases, and vocabulary in order to effectively communicate in Mathematics, through grade level mathematical content work.

Evidence of Learning**Formative Assessments:**

- Complete mathematical cloze activities on a given topic.
- Partner sharing in a think, pair, share or an inner and outer circle activity.
- Exit ticket responses either verbal or written at the end of a class.
- Completion of homework or classwork for the corresponding content class

Summative/Benchmark Assessment(s):

- Oral presentation on given academic topic.
- Written paper on new content knowledge.
- Performance on corresponding content class midterm, final, or exam.
- Performance on state content exams.

Alternative Assessments:

- Draw a sketch to visually represent new academic vocabulary knowledge.
- Create a how-to-guide on structuring a good mathematical written answer.
- Create a mobile of new mathematical cognates and false cognates in the unit.

Resources/Materials (copy hyperlinks for digital resources):

Click links below to access additional resources used to design this unit:

<https://wida.wisc.edu/>

<https://www.state.nj.us/education/bilingual/>

http://midlandpark.ss8.sharpschool.com/academics/curriculum/k-12_curriculum

<https://www.state.nj.us/education/cccs/2014/tech/81.pdf>

<https://www.state.nj.us/education/cccs/2016/math/standards.pdf>

Modifications/Accommodations:

- Special Education Students/504
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions and permit drawing as an explanation
 - Accept participation on any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- At-Risk Students
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with other members of the 7th grade team for specific behavior interventions
 - Provide rewards as necessary
- Gifted and Talented Students
 - Provide extension activities
 - Build on students' intrinsic motivation
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)	Entire Unit: About 36 Days
1	Numbers and place value	6 Days	
2	Algebraic Terms	6 Days	
3	Measurement	6 Days	
4	Geometry Terms	6 Days	
5	General Math Vocabulary	6 Days	
6	Word Problem Language	6 Days	

Teacher Notes:**Additional Resources**

Click links below to access additional resources used to design this unit:

Curriculum : <https://www.state.nj.us/education/bilingual/curriculum/>

How to implement: <https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf>

How to incorporate culture into the curriculum: <https://www.state.nj.us/education/bilingual/pd/fabric/fabric.pdf>

Unit Overview

Content Area: English as a Second Language

Unit Title: Academic Science English

Unit Placement: March - April

Grade Level: Kindergarten - Second

Unit Summary:

The K-2 Academic Science English unit is based around the Science standards and curriculum of Kindergarten, First, and Second grade. The purpose of the unit is to scaffold comprehension and build vocabulary needed to succeed in the Science classroom of the student's given grade level. Since the grade level skills build off of each other, despite actual grade level of the English language learner, standards can be addressed from any of the three grade levels offered.

Interdisciplinary

Connections:

Students will make connections with English Language Services, Science, and informational text.

Language Arts:

RI.K.1. - With prompting and support, ask and answer questions about key details in a text.

RI.K.2. - With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.1. - Ask and answer questions about key details in a text

RI.1.2. - Identify the main topic and retell key details of a text.

RI.1.3. - Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.2.1. - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text

RI.2.3. - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.K.10. - Actively engage in group reading activities with purpose and understanding.

RI.1.10. - With prompting and support, read informational texts at grade level text complexity or above.

RI.2.10. - Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

***The Next Generation Science Standards are listed in the content standard section.**

21st Century

Themes and Skills:

- **9.2.4.A.4** - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
ELP Standard 4	- ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science.

Interdisciplinary Connection Standards:

Kindergarten NGSS

K-PS2-1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
K-PS2-2	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.
K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
K-ESS3-1	Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
K-ESS3-2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

First Grade NGSS

1-PS4-1	Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
1-PS4-2	Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.
1-PS4-3	Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.
1-PS4-4	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.
1-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
1-LS3-1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.
1-ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year.
Second Grade NGSS	
2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
2-PS1-2	Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
2-PS1-3	Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
2-PS1-4	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.
2-LS2-2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
2-ESS2-1	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
2-ESS2-2	Develop a model to represent the shapes and kinds of land and bodies of water in an area.
2-ESS2-3	Obtain information to identify where water is found on Earth and that it can be solid or liquid.
Engineering	

K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Educational Technology Standards

8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • <i>What are English Language structures that are unique to Science thinking, speaking, reading, and writing?</i> • <i>What are English Language structures that apply in Science as well as other academic subjects?</i> • <i>What English vocabulary has unique Scientific meaning in Mathematical thinking, reading, and writing?</i> • <i>What cognates and false cognates exist in Science between English and my native language?</i> • <i>What English Language structures, phrases, and vocabulary do I need to know in order to read, write, speak, and think scientifically in English?</i> 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • There are phrases and structures in the English Language that are only used in relation to speaking, reading, and writing academic Science. • There are phrases and structures in the English language that apply to more than one academic area, including Science. • There are words in English that are spelled and sound the same, but have different meanings (homonyms) when being used in academic Science. • There are words that generally sound the same and have the same meaning between languages (cognates) that can be used to help learn English. • There are words that generally sound the same between languages but have different meanings (false cognates) that can be confusing when learning English. • There are specific English Language structures, phrases, and vocabulary that need to be known and used in order to effectively communicate in each branch of Science.
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Unit Learning Targets/Objectives:

Students will...

- Use grade level appropriate English Language structures when reading, writing, and speaking Science through grade level mathematical content work.
- Differentiate grade level appropriate English Language structures that can be used in Science as well as other academic subjects through academic language analysis.
- Identify and define English vocabulary with unique Scientific meanings through Scientific vocabulary activities.
- Compare and contrast Scientific cognates and false cognates between English and their native language through Scientific vocabulary activities.
- Apply grade level appropriate English Language structures, phrases, and vocabulary in order to effectively communicate in Science, through grade level scientific content work.

Evidence of Learning

Formative Assessments:

- Complete scientific cloze activities on a given topic.
- Partner sharing in a think, pair, share or an inner and outer circle activity.
- Exit ticket responses either verbal or written at the end of a class.
- Completion of homework or classwork for the corresponding content class

Summative/Benchmark Assessment(s):

- Oral presentation on given academic topic.
- Written paper on new content knowledge.
- Performance on corresponding content class midterm, final, or exam.
- Performance on state content exams.

Alternative Assessments:

- Draw a sketch to visually represent new academic vocabulary knowledge.
- Create a how-to-guide on structuring a good scientific written answer.
- Create a mobile of new scientific cognates and false cognates in the unit.

Resources/Materials (copy hyperlinks for digital resources):

Click links below to access additional resources used to design this unit:

<https://wida.wisc.edu/>

<https://www.state.nj.us/education/bilingual/>

http://midlandpark.ss8.sharpschool.com/academics/curriculum/k-12_curriculum

<https://www.nextgenscience.org/search-standards?keys=&tid%5B0%5D=98&page=2>

<https://www.state.nj.us/education/cccs/2014/tech/81.pdf>

Modifications/Accommodations:

- | | |
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| <ul style="list-style-type: none"> • Special Education Students/504 <ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow IEP accommodations/modifications • English Language Learners <ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations | <ul style="list-style-type: none"> • At-Risk Students <ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with other members of the 7th grade team for specific behavior interventions • Provide rewards as necessary • Gifted and Talented Students <ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivation • Consult with parents to accommodate students' interests in completing tasks at their level of engagement |
|--|--|

- Allow extended time to answer questions
- Accept participation at any level, even one word

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)	Entire Unit: About 36 Days
1	Informational Text Reading	6 Days	
2	General Science Vocabulary	6 Days	
3	Physical Science	6 Days	
4	Life Science	6 Days	
5	Earth Science	6 Days	
6	Engineering	6 Days	

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Curriculum : <https://www.state.nj.us/education/bilingual/curriculum/>

How to implement: <https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf>

How to incorporate culture into the curriculum: <https://www.state.nj.us/education/bilingual/pd/fabric/fabric.pdf>

Unit Overview	
Content Area: English as a Second Language	
Unit Title: Academic Social Studies English	Unit Placement: May- June
Grade Level: Kindergarten - Second	
<p>Unit Summary: The K-2 Academic Social Studies English unit is based around the Social Studies standards and curriculum of Kindergarten, First, and Second grade. The purpose of the unit is to scaffold comprehension and build vocabulary needed to succeed in the Social Studies classroom of the student's given grade level. Since the grade level skills build off of each other, despite actual grade level of the English language learner, standards can be addressed from any of the three grade levels offered.</p> <p>Interdisciplinary Connections: Students will make connections with English Language Services, Social Studies, and informational text. Language Arts:</p> <p>RI.K.1. - With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. - With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3. - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.1. - Ask and answer questions about key details in a text</p> <p>RI.1.2. - Identify the main topic and retell key details of a text.</p> <p>RI.1.3. - Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.2.1. - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	

RI.2.2. - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text

RI.2.3. - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.K.10. - Actively engage in group reading activities with purpose and understanding.

RI.1.10. - With prompting and support, read informational texts at grade level text complexity or above.

RI.2.10. - Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

***The Social Studies standards are listed in the content standards section.**

21st Century

Themes and Skills:

- **9.1.4.A.1** - Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- **9.1.4.F.1** - Demonstrate an understanding of individual financial obligations and community financial obligations.
- **9.1.4.F.2** - Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
- **9.2.4.A.2** - Identify various life roles and civic and work- related activities in the school, home, and community.
- **9.2.4.A.4** - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
ELP Standard 5	- ELLs communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Interdisciplinary Connection Standards:

Kindergarten Standards

6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community
6.1.P.D.1	Describe characteristics of oneself, one's family, and others
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.

6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4	Learn about and respect other cultures within the classroom and community
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
First Grade Standards	
6.1.P.D.1	Describe characteristics of oneself, one's family, and others
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4	Learn about and respect other cultures within the classroom and community
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
Second Grade Standards	
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.

6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community
6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations
6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.13	Examine the qualities of entrepreneurs in a capitalistic society.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.

6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
Educational Technology Standards	
8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<div> <div> Unit Essential Question(s): <ul style="list-style-type: none"> <i>What are English Language structures that are unique to Social Studies thinking, speaking, reading, and writing?</i> <i>What are English Language structures that apply in Social Studies as well as other academic subjects?</i> <i>What English vocabulary has unique meaning in Social Studies thinking, reading, and writing?</i> <i>What cognates and false cognates exist in Social Studies between English and my native language?</i> <i>What English Language structures, phrases, and vocabulary do I need to know in order to read, write, speak, and think for Social Studies in English?</i> </div> <div> Unit Enduring Understandings: <ul style="list-style-type: none"> There are phrases and structures in the English Language that are only used in relation to speaking, reading, and writing academically for Social Studies. There are phrases and structures in the English language that apply to more than one academic area, including Social Studies. There are words in English that are spelled and sound the same, but have different meanings (homonyms) when being used in academic Social Studies. There are words that generally sound the same and have the same meaning between languages (cognates) that can be used to help learn English. There are words that generally sound the same between languages but have different meanings (false cognates) that can be confusing when learning English. There are specific English Language structures, phrases, and vocabulary that need to be known and used in order to effectively communicate in each branch of Social Studies. </div> </div>	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Use grade level appropriate English Language structures when reading, writing, and speaking Social Studies through grade level Social Studies content work. Differentiate grade level appropriate English Language structures that can be used in Social Studies as well as other academic subjects through academic language analysis. Identify and define English vocabulary with unique meanings in Social Studies through Social Studies vocabulary activities. Compare and contrast Social Studies cognates and false cognates between English and their native language through Social Studies vocabulary activities. Apply grade level appropriate English Language structures, phrases, and vocabulary in order to effectively communicate in Social Studies, through grade level Social Studies content work. 	

Evidence of Learning

Formative Assessments:

- Complete Social Studies cloze activities on a given topic.
- Partner sharing in a think, pair, share or an inner and outer circle activity.
- Exit ticket responses either verbal or written at the end of a class.
- Completion of homework or classwork for the corresponding content class

Summative/Benchmark Assessment(s):

- Oral presentation on given academic topic.
- Written paper on new content knowledge.
- Performance on corresponding content class midterm, final, or exam.
- Performance on state content exams.

Alternative Assessments:

- Draw a sketch to visually represent new academic vocabulary knowledge.
- Create a how-to-guide on structuring a good written answer for Social Studies.
- Create a mobile of new Social Studies cognates and false cognates in the unit.

Resources/Materials (copy hyperlinks for digital resources):

Click links below to access additional resources used to design this unit:

<https://wida.wisc.edu/>

<https://www.state.nj.us/education/bilingual/>

http://midlandpark.ss8.sharpschool.com/academics/curriculum/k-12_curriculum

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

<https://www.state.nj.us/education/cccs/2014/tech/81.pdf>

Modifications/Accommodations:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Special Education Students/504 <ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow IEP accommodations/modifications • English Language Learners <ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions | <ul style="list-style-type: none"> • At-Risk Students <ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with other members of the 7th grade team for specific behavior interventions • Provide rewards as necessary • Gifted and Talented Students <ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivation • Consult with parents to accommodate students' interests in completing tasks at their level of engagement |
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- Accept participation at any level, even one word

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)	Entire Unit: About 36 Days
1	Reading Primary Sources	6 Days	
2	General History Vocabulary	6 Days	
3	Civics, Government, and Human Rights (Standard A) Terminology	6 Days	
4	Geography, People, and the Environment (Standard B) Terminology	6 Days	
5	Economics, Innovation, and Technology (Standard C) Terminology	6 Days	
6	History, Culture, and Perspectives (Standard D) Terminology	6 Days	

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Curriculum : <https://www.state.nj.us/education/bilingual/curriculum/>

How to implement: <https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf>

How to incorporate culture into the curriculum: <https://www.state.nj.us/education/bilingual/pd/fabric/fabric.pdf>