



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

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

---

## **Curriculum Documents**

**School:** All Elementaries

**Course:** English as a Second Language – Grades 1 & 2

**Department:** English as a Second Language

**Supervisor:** John Bosmans

Board Approval	Supervisor	Notes
August 2008	Loretta Kachmar-Will	Update Standards
August 2013	Loretta Kachmar-Will	Update Standards
December 2017	John Bosmans	Update Standards

*Home of the Spartans!*  
*#spartanlegacy*



Timeline for Grade 1			
Week	Marking Period 1	Week	Marking Period 3
1-6	Unit 1: All About Us	21-24	Unit 4: Let's Team Up (continued)
7-10	Unit 2: Our Families, Our Neighborhood	25-30	Unit 5: Nature Watch
Week	Marking Period 2	Week	Marking Period 4
11-12	Unit 2: Our Families, Our Neighborhood (continued)	31-32	Unit 5: Nature Watch (continued)
13-18	Unit 3: Have Fun	33-40	Unit 6: Adventures
19-20	Unit 4: Let's Team Up		

Timeline for Grade 2			
Week	Marking Period 1	Week	Marking Period 3
1-6	Unit 1: Friend and Family	21-24	Unit 4: Better Together (continued)
7-10	Unit 2: Making a Difference	25-30	Unit 5: Growing and Changing
Week	Marking Period 2	Week	Marking Period 4
11-12	Unit 2: Making a Difference (continued)	31-32	Unit 5: Growing and Changing (continued)
13-18	Unit 3: Let's Create	33-40	Unit 6: The World Around Us
19-20	Unit 4: Better Together		

<b>Level</b>	<b>Grades 1-2</b>						
<b>Topic</b>	<b>The language of social language and instructional language</b>						
<b>Big Idea</b>							
English language learners communicate in English for social and instructional purposes within the school setting.							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>How does the student use language in the classroom and with peers?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>English language learners engage in oral communication in a variety of situations for a variety of purposes and audiences.</li> <li>English language learners engage in written communication in a variety of forms for a variety of purposes and audiences.</li> <li>English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency.</li> <li>English language learners' process, understands, interpret, and evaluate spoken language in a variety of situations.</li> </ul>							
<b>NJSLS</b>	<b>ELA RL.1.4, RI.1.4, W.1.1, SL.1.1, SL.1.3, SL.1.4, SL.1.5, L.1.1, L.1.5, L.1.6;</b> <b>ELA RL.2.1, RI.2.1, RI.2.7, W2.1, SL2.1, L.2.4, L.2.5</b> <b>WIDA: Standard 1</b>						
<b>Key Concepts and Skills</b>							
Everyday objects, feelings and emotions, following directions, interests and opinions and preferences, likes, dislikes and needs, personal correspondence, personal information, school areas, personnel and activities.							
<b>Learning Activities and Suggested Instructional Resources</b>							
<ul style="list-style-type: none"> <li><i>Treasure Chest</i>, McGraw-Hill</li> <li><i>The New Oxford Picture Dictionary</i> and workbooks, Addison/Wesley</li> <li><i>Imagine It Reading</i>, McGraw-Hill</li> <li><i>ESL Theme Units</i>, Prentice Hall Regents</li> <li><i>National Geographic</i></li> <li><i>Weekly Reader</i></li> </ul>							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li><i>ConnectEd</i>, McGraw-Hill</li> <li><i>SRA Imagine It</i>, McGraw-Hill</li> <li><i>BrainPopJr.</i></li> <li><i>BrainPop ESL</i></li> </ul>							
<b>Assessments</b>							
ACCESS for ELLs, WIDA Model Grades 1-2, oral exercises, TPR activities, book and workbook exercises, games, drawing and identifying, oral exercises and mini conversations, student participation and oral production.							
<b>21st Century Skills</b>							
	Creativity	X	Critical Thinking	X	Communication		Collaboration
	Life & Career Skills	X	Information Literacy		Media Literacy		

<b>Level</b>	<b>Grades 1-2</b>					
<b>Topic</b>	<b>The language of language arts</b>					
<b>Big Idea</b>						
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.						
<b>Essential Questions</b>						
<ul style="list-style-type: none"> <li>• How does the student use language in language arts instruction?</li> </ul>						
<b>Enduring Understandings</b>						
<ul style="list-style-type: none"> <li>• English language learners engage in oral communication in a variety of situations in the content area of language arts.</li> <li>• English language learners engage in written communication in a variety of forms in the content area of language arts.</li> <li>• English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency in the content area of language arts.</li> <li>• English language learners’ process, understands, interpret, and evaluate spoken language in a variety of situations in the content area of language arts.</li> </ul>						
<b>NJSLS</b>	<b>ELA RL.1.1, RL.1.2, RL.1.3, RL.1.5, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.5, RI.1.7, RF.1.1, RF.1.2, RF.1.3, W.1.5, SL.1.2, SL.1.6, L.1.1, L.1.2,L.1.4, L.1.5, L.1.6</b> <b>ELA RL.2.1, RL.2.2, RL.2.4, RL.2.7, RI.2.1, RI.2.5, RI.2.7, RF.2.3, W.2.5, SL.2.2, SL.2.6, L.2.4, L.2.5</b> <b>WIDA: Standard 2</b>					
<b>Key Concepts and Skills</b>						
Genres: fiction, (literary text), folktales, nonfiction (expository text), poetry, predictable books Topics: compound words, elements of story, homophones, phonics/phonemic awareness, rhyming words, role play, sequence of story, spatial relations, storytelling, word families, vocabulary						
<b>Learning Activities and Suggested Instructional Resources</b>						
<ul style="list-style-type: none"> <li>• <i>Treasure Chest</i>, McGraw-Hill</li> <li>• <i>Imagine It Reading</i>, McGraw-Hill</li> <li>• <i>National Geographic</i> magazine</li> <li>• <i>Navigating Nonfiction</i>, Scholastic</li> <li>• <i>Literature Notes</i>, Frank Schaffer</li> <li>• <i>New Oxford Picture Dictionary</i>, Addison/Wesley</li> <li>• <i>Jazz Chants</i>, Oxford University Press</li> <li>• <i>ESL Theme Units</i>, Prentice Hall Regents</li> <li>• Assorted trade books</li> </ul>						
<b>Technology Integration</b>						
<ul style="list-style-type: none"> <li>• <i>ConnectEd</i>, McGraw-Hill</li> <li>• <i>SRA Imagine It</i>, McGraw-Hill</li> <li>• <i>BrainPopJr.</i></li> <li>• <i>BrainPop ESL</i></li> </ul>						
<b>Assessments</b>						
ACCESS for ELLs, WIDA Model Grades 1-2, oral exercises, TPR activities, book and workbook exercises, games, drawing and identifying, oral exercises and mini conversations, student participation and oral production.						
<b>21st Century Skills</b>						
	Creativity	X	Critical Thinking	X	Communication	Collaboration
	Life & Career Skills	X	Information Literacy		Media Literacy	

<b>Level</b>	<b>Grades 1-2</b>					
<b>Topic</b>	<b>The language of mathematics</b>					
<b>Big Idea</b>						
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.						
<b>Essential Questions</b>						
<ul style="list-style-type: none"> <li>How does the student use English language in mathematics instruction?</li> </ul>						
<b>Enduring Understandings</b>						
<ul style="list-style-type: none"> <li>English language learners engage in oral communication in a variety of situations in the content area of mathematics.</li> <li>English language learners engage in written communication in a variety of forms in the content area of mathematics.</li> <li>English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency in the content area of mathematics.</li> <li>English language learners' process, understands, interpret, and evaluate spoken language in a variety of situations in the content area of mathematics.</li> </ul>						
<b>NJSLS</b>	<b>Math 1.OA.A.1, 1.OA.B.3, 1.OA.D.7, 1.NBT.B.2, 1.MD.A.2, 1.MD.B.3, 1.MD.C.4, 1.G.A.1, 1.G.A.3; Math 2.OA.A.1., 2.OA.C3, 2.NBT.A.1, 2.NBT.A.3, 2.NBT.B.9, 2.MD.B.5, 2.MD.C.7, 2.MD.D.10, 2.G.A.1, 2.G.A.3</b> <b>WIDA: Standard 3</b>					
<b>Key Concepts and Skills</b>						
Basic operations (addition & subtraction), capacity, estimation, graphs, interpretation of data, measurement tools (standard, non-standard, metric), money, number sense, patterns, place value, shapes, size, symmetry, time (digital & analog), two and three dimensional shapes, weight, and whole numbers/quantity.						
<b>Learning Activities and Suggested Instructional Resources</b>						
<ul style="list-style-type: none"> <li><i>Scholastic News Magazine</i></li> <li>Telling Time Bingo</li> <li><i>Treasure Chest</i>, McGraw Hill</li> <li>Grade level mathematics text</li> <li>ESL Theme Units, Prentice Hall Regents</li> <li><i>Timing It Right</i>, game</li> <li><i>Count Your Change</i>, game</li> <li>Regalia</li> </ul>						
<b>Technology Integration</b>						
<ul style="list-style-type: none"> <li>Grade level mathematics technology programs</li> <li><i>Trudy's Time and Place</i>, Edmark</li> <li><i>Millie's Math House</i>, Edmark</li> <li><i>Franklin Learns Math</i>, Scholastic</li> <li><i>ConnectEd</i>, McGraw-Hill</li> </ul>						
<b>Assessments</b>						
ACCESS for ELLs, WIDA Model Grades 1-2, oral exercises, TPR activities, book and workbook exercises, games, drawing and identifying, oral exercises and mini conversations, student participation and oral production.						
<b>21st Century Skills</b>						
	Creativity	X	Critical Thinking	X	Communication	Collaboration
	Life & Career Skills	X	Information Literacy		Media Literacy	

<b>Level</b>	<b>Grades 1-2</b>						
<b>Topic</b>	<b>The language of science</b>						
<b>Big Idea</b>							
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>How does the student use English language in science instruction?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>English language learners engage in oral communication in a variety of situations in the content area of science.</li> <li>English language learners engage in written communication in a variety of forms in the content area of science.</li> <li>English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency in the content area of science.</li> <li>English language learners' process, understands, interpret, and evaluate spoken language in a variety of situations in the content area of science.</li> </ul>							
<b>NJSLS</b>	<b>ELA RI.1.1, RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, W.1.2, W.1.5, W.1.6, W.1.7, SL.1.1, SL.1.2, SL.1.3, SL.1.6, L.1.4, L.1.6; RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.10, W.2.2, W.2.5, W.2.6, W.2.7, SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.4, L.2.6</b> <b>WIDA: Standard 4</b>						
<b>Key Concepts and Skills</b>							
Animals, astronomy, body parts, change, chemical and physical attributes, earth & sky, force & motion, gravity, life cycles, light, living/non-living things, magnetism, natural resources, organisms & environment, plants, renewable resources, senses, sound, water cycle, weather, weathering and erosion							
<b>Learning Activities and Suggested Instructional Resources</b>							
<ul style="list-style-type: none"> <li><i>Navigating Nonfiction</i>, Scholastic</li> <li>Grade level science text</li> <li><i>Scholastic News</i> magazine</li> <li><i>Treasure Chest</i>, McGraw-Hill</li> <li><i>National Geographic Magazine</i></li> <li><i>Nonfiction Readers</i>, Scholastic</li> <li><i>ESL Theme Units</i>, Prentice Hall Regents</li> <li>Assorted trade books</li> </ul>							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li><i>Thinkin Science</i>, Edmark</li> <li><i>Sammy's ScienceHouse</i>, Edmark</li> <li><i>Brain Play</i>, Scholastic</li> <li><i>BrainPopJr.</i></li> <li><i>ConnectEd</i>, McGraw-Hill</li> </ul>							
<b>Assessments</b>							
ACCESS for ELLs, WIDA Model Grades 1-2, oral exercises, TPR activities, book and workbook exercises, games, drawing and identifying, oral exercises and mini conversations, student participation and oral production.							
<b>21st Century Skills</b>							
	Creativity	X	Critical Thinking	X	Communication		Collaboration
	Life & Career Skills	X	Information Literacy		Media Literacy		

<b>Level</b>	<b>Grades 1-2</b>						
<b>Topic</b>	<b>The language of social studies</b>						
<b>Big Idea</b>							
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>How does the student use English language in social studies instruction?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>English language learners engage in oral communication in a variety of situations in the content area of social studies.</li> <li>English language learners engage in written communication in a variety of forms in the content area of social studies.</li> <li>English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency in the content area of social studies.</li> <li>English language learners' process, understands, interpret, and evaluate spoken language in a variety of situations in the content area of social studies.</li> </ul>							
<b>NJCCCS</b>	<b>ELA RI.1.1, RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, W.1.2, W.1.5, W.1.6, W.1.7, SL.1.1, SL.1.2, SL.1.3, SL.1.6, L.1.4, L.1.6; RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.10, W.2.2, W.2.5, W.2.6, W.2.7, SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.4, L.2.6</b> <b>WIDA: Standard 5</b>						
<b>Key Concepts and Skills</b>							
Artifacts, celebrations/customs, citizenship, community workers, cultural heritage, families & responsibilities, homes & habitats, land forms, money & banking, neighborhoods & communities, products in the marketplace, representations of the earth (maps, globes and photographs), rules, seasons, time & chronology, use of resources & land							
<b>Learning Activities and Suggested Instructional Resources</b>							
<ul style="list-style-type: none"> <li><i>Scholastic Magazine</i></li> <li><i>National Geographic Magazine</i></li> <li>Grade level social studies program</li> <li><i>Treasure Chest</i>, McGraw-Hill</li> <li>Assorted multicultural trade books</li> </ul>							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li><i>ConnectEd</i>, McGraw-Hill</li> <li><i>BrainPop Jr.</i></li> <li><i>My First Amazing World Explorer</i>, DK</li> </ul>							
<b>Assessments</b>							
ACCESS for ELLs, WIDA Model Grades 1-2, oral exercises, TPR activities, book and workbook exercises, games, drawing and identifying, oral exercises and mini conversations, student participation and oral production.							
<b>21st Century Skills</b>							
	Creativity	X	Critical Thinking	X	Communication		Collaboration
	Life & Career Skills	X	Information Literacy		Media Literacy		