



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 – PreK to Kdg

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



Week	Marking Period 1	Week	Marking Period 3
1	Getting Started	26	Unit 7: Teamwork
2		27	
3		28	
4	Unit 1: Off to School	29	
5		30	Unit 8: Ready, Set, Grow
6		31	
7		32	
8	Unit 2: Patterns	33	
9		34	Unit 9: Red, White and Blue
10		35	
11		36	
12	Unit 3: Finding Friends	37	
13		38	Unit 10: Windy Days
		39	
Week	Marking Period 2		
14		40	
15	Unit 4: By the Sea		
16			
17			
18			
19	Unit 5: Stick to It		
20			
21			
22			
23	Unit 6: My Shadow		
24			
25			

English as a Second Language teachers provide support to the existing kindergarten Imagine It! curriculum as indicated above.

Department English as a Second Language **Course** ESL PreK & Kdg

Level	PreK-K
Topic	The language of social and instructional language
Big Idea	
English language learners communicate in English for social and instructional purposes within the school setting.	
Essential Questions	
<ul style="list-style-type: none"> • How does the student use language in the classroom and with peers? 	
Enduring Understandings	
<ul style="list-style-type: none"> • English language learners engage in oral communication in a variety of situations for a variety of purposes and audiences. • English language learners engage in written communication in a variety of forms for a variety of purposes and audiences. • English language learners process, interpret and evaluate written language, symbols and text with understanding and fluency. • English language learners process, understand, interpret and evaluate spoken language in a variety of situations. 	
STANDARDS	NJSLS ELA Literacy RL.K.10, RI.K.10, W.K.1, SL.K.1, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.5, L.K.6 WIDA: Standard 1
Key Concepts and Skills	
Classrooms, colors, feelings, games, hygiene and safety, music and movement, recreational objects and activities, routines, school, self and family, social behavior, spatial relations.	
Learning Activities and Suggested Instructional Resources	
<ul style="list-style-type: none"> • <i>Balloons</i>, Scott Foresman • <i>ESL</i>, Scott Foresman • Assorted tradebooks • Realia • <i>Let's Find Out</i>, Scholastic <p><i>The New Oxford Picture Dictionary</i>, Addison Wesley</p>	
Technology Integration	
<ul style="list-style-type: none"> • <i>Rosetta Stone</i> • <i>Curious George Reading and Phonics</i>, Scholastic • <i>I Spy Junior</i>, Scholastic • <i>Blue's Clues</i>, Scholastic • <i>Kidspiration</i>, Inspiration 	
Assessments	
Oral exercises, TPR activities, book and workbook exercises, games, drawing and identifying, oral exercises and mini conversations, student participation and oral production.	

Department English as a Second Language **Course** ESL PreK & Kdg

Level	PreK-K
Topic	The Language of Language Arts
Big Idea	
English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.	
Essential Questions	
<ul style="list-style-type: none"> • How does the student use English language in language arts instruction? 	
Enduring Understandings	
<ul style="list-style-type: none"> • English language learners engage in oral communication in a variety of situations in the content area of language arts. • English language learners engage in written communication in a variety of forms in the content area of language arts. • English language learners process, interpret and evaluate written language, symbols and text with understanding and fluency in the content area of language arts. • English language learners process, understand, interpret and evaluate spoken language in a variety of situations in the content area of language arts. 	
STANDARDS	NJSLS ELA Literacy RL1.1, RL.1.2, RL.1.3, RL.1.5, RL.1.6, RI.1.1, RI.1.2, RI.1.3, RI.1.5, RI.1.6, RF.1.1, RF.1.2, RF.1.3, W.1.5, SL.1.2, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6 WIDA: Standard 2
Key Concepts and Skills	
Genres: chants and songs, fairy tales, nursery rhymes, picture books Topics: concepts about print, environmental print, same and different, sounds and symbols (phonemic awareness), story elements	
Learning Activities and Suggested Instructional Resources	
<ul style="list-style-type: none"> • <i>Open Court Reading</i> • <i>ESL</i>, Scott Foresman • Assorted trade books • <i>Let's Find Out</i>, Scholastic • <i>The New Oxford Picture Dictionary</i>, Addison Wesley 	
Technology Integration	
<ul style="list-style-type: none"> • <i>Rosetta Stone</i> • <i>Hello Kitty</i>, Fox Toons • <i>Franklin's Reading World</i>, Sanctuary Woods • <i>Frog and Toad Are Friends</i>, Fox Toons • <i>Dr. Seuss Reading Games</i>, Creative Wonders 	
Assessments	
Oral exercises, TPR activities, book and workbook exercises, games, drawing and identifying, oral exercises and mini conversations, student participation and oral production.	

Department English as a Second Language **Course** ESL PreK & Kdg

Level	PreK-K
Topic	The language of mathematics
Big Idea	
English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.	
Essential Questions	
<ul style="list-style-type: none"> • How does the student use English language in mathematics instruction? 	
Enduring Understandings	
<ul style="list-style-type: none"> • English language learners engage in oral communication in a variety of situations in the content area of mathematics. • English language learners engage in written communication in a variety of forms in the content area of mathematics. • English language learners process, interpret and evaluate written language, symbols and text with understanding and fluency in the content area of mathematics. • English language learners process, understand, interpret and evaluate spoken language in a variety of situations in the content area of mathematics. 	
STANDARDS	NJSLS Math Content K.CC.A.1, CC.A.2, CC.A.3, CC.B.4, CC.B.5, CC.C.6, CC.C.7, OA.A.1, OA.A.2, OA.A.3, OA.A.4, OA.A.5, NBTA.1, MD.A.1, MD.A.2, MD.B.3, GA.A.1, GA.A.3 WIDA: Standard 3
Key Concepts and Skills	
Attributes, equivalency, geometric shapes, measurement of time (calendar, clock), measurement tools, number sense, numbers and operations, patterns, quantity, size, spatial relations, temperature, weight	
Learning Activities and Suggested Instructional Resources	
<ul style="list-style-type: none"> • <i>Let's Find Out</i>, Scholastic • <i>ESL</i>, Scott Foresman • assorted trade books • mixed objects 	
Technology Integration	
<ul style="list-style-type: none"> • <i>Rosetta Stone</i> • <i>Trudy's Time & Place House</i>, Edmark • <i>Franklin's Math</i>, Sanctuary Woods 	
Assessments	
Oral exercises, TPR activities, book and workbook exercises, games, drawing and identifying, oral exercises and mini conversations, student participation and oral production.	

Department English as a Second Language **Course** ESL PreK & Kdg

Level	PK-K
Topic	The language of science
Big Idea	
English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.	
Essential Questions	
<ul style="list-style-type: none"> • How does the student use English language in science instruction? 	
Enduring Understandings	
<ul style="list-style-type: none"> • English language learners engage in oral communication in a variety of situations in the content area of science. • English language learners engage in written communication in a variety of forms in the content area of science. • English language learners process, interpret and evaluate written language, symbols and text with understanding and fluency in the content area of science. • English language learners process, understand, interpret and evaluate spoken language in a variety of situations in the content area of science. 	
STANDARDS	ELA Literacy RI.K.1, RI.K.2, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.9, W.K.2, W.K.5, W.K.7, SL.K.1, SL.K.2, SL.K.3, SL.K.5, L.K.4, L.K.6 WIDA: Standard 4
Key Concepts and Skills	
Air, animals, body parts, change in self and environment, colors, forces in nature, living and non-living things, night/day, rocks, safety practices, scientific process, seasons, water, weather	
Learning Activities and Suggested Instructional Resources	
<ul style="list-style-type: none"> • <i>Let's Find Out</i>, Scholastic • <i>ESL</i>, Scott Foresman • Assorted trade books and magazines 	
Technology Integration	
<ul style="list-style-type: none"> • <i>Rosetta Stone</i> • <i>Sammy's Science House</i>, Edmark • <i>Kidspiration</i>, Inspiration 	
Assessments	
Oral exercises, TPR activities, book and workbook exercises, games, drawing and identifying, oral exercises and mini conversations, student participation and oral production.	

Department English as a Second Language **Course** ESL PreK & Kdg

Level	PreK-K
Topic	The language of social studies
Big Idea	
English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.	
Essential Questions	
<ul style="list-style-type: none"> • How does the student use English language in social studies instruction? 	
Enduring Understandings	
<ul style="list-style-type: none"> • English language learners engage in oral communication in a variety of situations in the content area of social studies. • English language learners engage in written communication in a variety of forms in the content area of social studies. • English language learners process, interpret and evaluate written language, symbols and text with understanding and fluency in the content area of social studies. • English language learners process, understand, interpret and evaluate spoken language in a variety of situations in the content area of social studies. 	
STANDARDS	ELA Literacy RI.K.1, RI.K.2, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.9, W.K.2, W.K.5, W.K.7, SL.K.1, SL.K.2, SL.K.3, SL.K.5, L.K.4, L.K.6 WIDA: Standard 5
Key Concepts and Skills	
Classroom/school, clothing, community workers, families, food, friends, holidays & symbols, homes in a community/habitat, location of objects & places, neighborhood, seasons, shelter, transportation	
Learning Activities and Suggested Instructional Resources	
<ul style="list-style-type: none"> • <i>Let's Find Out</i>, Scholastic • <i>ESL</i>, Scott Foresman • Assorted trade books and magazines • Multicultural tradebooks 	
Technology Integration	
<ul style="list-style-type: none"> • <i>Rosetta Stone</i> • <i>Trudy's Time and Place House</i>, Edmark 	
Assessments	
Oral exercises, TPR activities, book and workbook exercises, games, drawing and identifying, oral exercises and mini conversations, student participation and oral production.	