



# 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.*

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## **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

<b>Level</b>	<b>PreK-K</b>
<b>Topic</b>	<b>The language of social 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, understand, interpret and evaluate spoken language in a variety of situations.</li> </ul>	
<b>STANDARDS</b>	<b>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</b> WIDA: Standard 1
<b>Key Concepts and Skills</b>	
Classrooms, colors, feelings, games, hygiene and safety, music and movement, recreational objects and activities, routines, school, self and family, social behavior, spatial relations.	
<b>Learning Activities and Suggested Instructional Resources</b>	
<ul style="list-style-type: none"> <li>• <i>Balloons</i>, Scott Foresman</li> <li>• <i>ESL</i>, Scott Foresman</li> <li>• Assorted tradebooks</li> <li>• Realia</li> <li>• <i>Let's Find Out</i>, Scholastic</li> </ul> <p><i>The New Oxford Picture Dictionary</i>, Addison Wesley</p>	
<b>Technology Integration</b>	
<ul style="list-style-type: none"> <li>• <i>Rosetta Stone</i></li> <li>• <i>Curious George Reading and Phonics</i>, Scholastic</li> <li>• <i>I Spy Junior</i>, Scholastic</li> <li>• <i>Blue's Clues</i>, Scholastic</li> <li>• <i>Kidspiration</i>, Inspiration</li> </ul>	
<b>Assessments</b>	
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

<b>Level</b>	<b>PreK-K</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 English 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, understand, interpret and evaluate spoken language in a variety of situations in the content area of language arts.</li> </ul>	
<b>STANDARDS</b>	<b>NJSLS ELA Literacy RL.1.1, 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</b> WIDA: Standard 2
<b>Key Concepts and Skills</b>	
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	
<b>Learning Activities and Suggested Instructional Resources</b>	
<ul style="list-style-type: none"> <li>• <i>Open Court Reading</i></li> <li>• <i>ESL</i>, Scott Foresman</li> <li>• Assorted trade books</li> <li>• <i>Let's Find Out</i>, Scholastic</li> <li>• <i>The New Oxford Picture Dictionary</i>, Addison Wesley</li> </ul>	
<b>Technology Integration</b>	
<ul style="list-style-type: none"> <li>• <i>Rosetta Stone</i></li> <li>• <i>Hello Kitty</i>, Fox Toons</li> <li>• <i>Franklin's Reading World</i>, Sanctuary Woods</li> <li>• <i>Frog and Toad Are Friends</i>, Fox Toons</li> <li>• <i>Dr. Seuss Reading Games</i>, Creative Wonders</li> </ul>	
<b>Assessments</b>	
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

<b>Level</b>	<b>PreK-K</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, understand, interpret and evaluate spoken language in a variety of situations in the content area of mathematics.</li> </ul>	
<b>STANDARDS</b>	<b>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</b> WIDA: Standard 3
<b>Key Concepts and Skills</b>	
Attributes, equivalency, geometric shapes, measurement of time (calendar, clock), measurement tools, number sense, numbers and operations, patterns, quantity, size, spatial relations, temperature, weight	
<b>Learning Activities and Suggested Instructional Resources</b>	
<ul style="list-style-type: none"> <li>• <i>Let's Find Out</i>, Scholastic</li> <li>• <i>ESL</i>, Scott Foresman</li> <li>• assorted trade books</li> <li>• mixed objects</li> </ul>	
<b>Technology Integration</b>	
<ul style="list-style-type: none"> <li>• <i>Rosetta Stone</i></li> <li>• <i>Trudy's Time &amp; Place House</i>, Edmark</li> <li>• <i>Franklin's Math</i>, Sanctuary Woods</li> </ul>	
<b>Assessments</b>	
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

<b>Level</b>	<b>PK-K</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, understand, interpret and evaluate spoken language in a variety of situations in the content area of science.</li></ul>	
<b>STANDARDS</b>	<b>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</b> WIDA: Standard 4
<b>Key Concepts and Skills</b>	
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	
<b>Learning Activities and Suggested Instructional Resources</b>	
<ul style="list-style-type: none"><li>• <i>Let's Find Out</i>, Scholastic</li><li>• <i>ESL</i>, Scott Foresman</li><li>• Assorted trade books and magazines</li></ul>	
<b>Technology Integration</b>	
<ul style="list-style-type: none"><li>• <i>Rosetta Stone</i></li><li>• <i>Sammy's Science House</i>, Edmark</li><li>• <i>Kidspiration</i>, Inspiration</li></ul>	
<b>Assessments</b>	
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

<b>Level</b>	<b>PreK-K</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, understand, interpret and evaluate spoken language in a variety of situations in the content area of social studies.</li> </ul>	
<b>STANDARDS</b>	<b>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</b> <b>WIDA: Standard 5</b>
<b>Key Concepts and Skills</b>	
Classroom/school, clothing, community workers, families, food, friends, holidays & symbols, homes in a community/habitat, location of objects & places, neighborhood, seasons, shelter, transportation	
<b>Learning Activities and Suggested Instructional Resources</b>	
<ul style="list-style-type: none"> <li>• <i>Let's Find Out</i>, Scholastic</li> <li>• <i>ESL</i>, Scott Foresman</li> <li>• Assorted trade books and magazines</li> <li>• Multicultural tradebooks</li> </ul>	
<b>Technology Integration</b>	
<ul style="list-style-type: none"> <li>• <i>Rosetta Stone</i></li> <li>• <i>Trudy's Time and Place House</i>, Edmark</li> </ul>	
<b>Assessments</b>	
Oral exercises, TPR activities, book and workbook exercises, games, drawing and identifying, oral exercises and mini conversations, student participation and oral production.	