ROCHELLE PARK SCHOOL DISTRICT
ESL Curriculum Guide

BOE Adoption: 02/12/2015

ROCHELLE PARK SCHOOL DISTRICT
ESL Curriculum Guide

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Note:
- All units are core units. New units/modifications may be integrated into the existing curriculum to be in collaboration with interdisciplinary units/themes and/or current events.

INTERDISCIPLINARY THEMES

Planned interdisciplinary activities can help students to make sensible connections among subjects, while limiting the specialist's tendency to fragment the curriculum into isolated pieces. Such activities provide students with broader personal meaning and the integrated knowledge necessary to solve real-world problems. Teachers are encouraged to independently and cooperatively develop lessons which cover multiple areas simultaneously.

MISSION STATEMENT

The Rochelle Park School District's envisions an educational community which inspires and empowers all students to become self-sufficient and thrive in a complex, global society.

DEPARTMENT VISION

It is the firm belief of the Rochelle Park School District that the fundamental purpose of the English as a Second Language (ESL) program is to provide limited or non-English speaking students with English language skills necessary to be successful academically, socially, and emotionally. The ESL curriculum is closely and deliberately aligned to both the New Jersey Content Standards and to the WIDA: English Language Development Standards. We believe that the goals of Rochelle Park's ESL program are consistent with those of the New Jersey Content Standards, which are intended for all students. These standards emphasize both a high level of academic development and the cultural literacy and awareness necessary to achieve that level.

This guide is to provide focus for the learning that will take place in this course, but is completely modifiable based upon the needs and abilities of the students and their Individual Education Plans. Curriculum implementation follows best practice and adheres to the New Jersey Core Content Standards. At the same time, for students with disabilities, the Individual Education Plan, specifically the Goals and Objectives of the plan, supersede any curricular adherence or suggestion.

WIDA ELD STANDARDS

The WIDA (World-Class Instructional Design and Assessment) English Language Development Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. The five standards are Social and Instructional language, the language of Language Arts, the language of Mathematics, the language of Science, and the language of Social Studies.

21ST CENTURY THEMES & SKILLS

Embedded in much of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:
- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Rochelle Park Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

Grade: K **Unit:** One To Grow On **Time Frame:** 5 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• Things that live can become non-living unless certain basic needs are met. • English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	• What are plants and are they important in our lives? • Do plants have a life cycle and how do we learn about it?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: • a varied and rich vocabulary enriches both written and oral communication. • text features of fiction and nonfiction texts. • social language to enjoy positive peer relationships and communicate with understanding. • living things grow and change. • plants have different parts. • plants need sun, water, and soil to grow. • plants grow from seeds.	**Students will be able to:** • acquire a deep, descriptive vocabulary. • understand and apply English grammar. • make meaning of any type of text to ensure academic success. • understand the use of figurative language and idioms in written and oral language. • sequence pictures depicting the plant growth cycle. • articulate statements with present tense verbs and adjectives. • describe materials used in scientific inquiry. • organize pictures with labels or other graphic representations of features.	K.RL.1-4, 7, 10 K.RIT.1-5, 9, 10 K.RFS.1-4 K.W.2 K.SL.1-6 K.L.1-6 5.3.2.A.1 5.3.2.B.1,3 5.3.2.D.2 5.3.2.D.2 **WIDA** SIL S Lvl 1-5 LoLa R Lvl 1-5 LoLa S Lvl 1-5 LoSci W Lvl 1-5 LoSci L Lvl 1-5
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**
first, next, then, after that, finally color, size, shape words dig, plant, water, weed, soil, sun, grow, seed, stem, leaf, petal, sprout, flower, root, bulb	<u>Into English</u>: "One to Grow On" Unit <u>Sunflower</u> Ford/Noll <u>Plants</u> VanCleave Various Fiction & Nonfiction regarding plants	<u>Formative</u> • Labeled drawings • Sentence strips "It's ……" • Observation <u>Summative</u> • Rhyme recitation • Environmental print chart • Plant Observation Journal

Grade: K   **Unit:** Our Community   **Time Frame:** 5 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• People who live or work together form a community. • Neighborhood workers help people. • People travel in different vehicles. • English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	• Are all neighborhoods the same? • Who works in a neighborhood? • What do people do in a neighborhood? • How do people travel?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: • a neighborhood is comprised of people who live and work together. • neighbors are people living, playing, and shopping in a neighborhood. • there are different kinds of neighborhoods. • various vocabulary/language to ask questions. • various types of transportation people use to move within/among communities. • environmental print carries meaning.	**Students will be able to:** • name places, buildings, vehicles, and objects in a neighborhood. • identify the work that people do using present tense verb forms, especially 3rd person singular. • use demonstratives: This is a ____. These are _____s. • answer oral questions by giving information. • make comparisons: "Juan's house is taller than Ling's house." • match signs/icons/letters.	K.RL.1,2,3,7,10 K.RIT.7,10 K.RFS.1-3 K.W.2,8 K.L. 1-6 6.1.P.B.1, 2 6.1.P.D.3, 4 **WIDA** SIL S Lvl 1-5 LoLa R Lvl 1-5 LoLa W Lvl 1-5 LoSS S Lvl 1-5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
class, community, city, country, family, neighborhood, names of community workers, work places and items used activities: help, visit, talk, sell, drive, mail, bake, clean, repair/fix/mend	ESL K, Scott Foresman Ch. 17-20 Into English: Unit 5 Just Around the Corner One Afternoon Yumi Heo Magnetic Way Community Set Smart Talk Cards: School & Community	Formative • Matching labels/pictures • Play Simon Says, supermarket • Observation Summative • Recite songs and chants "The Wheels on the Bus" • Build a mini city • Drawings of workers and items they use, favorite places in the neighborhood.

Grade: K   **Unit:** Counting   **Time Frame:** 10 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• We use numbers for many different purposes in life. • Numbers can be shown in different ways. • Numbers have an order that can be represented on a line. • Math involves many skills. • English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	• How can we count, read, and write numbers to 100? • How can we compare numbers? • What words describe common sets/groups of numbers? • Where do we see numbers around us and how do they help us?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: • there is a symbol for each number word. • numbers can be shown in different ways. • counting tells how many are in a group. • patterns can help us count. • when you look at two groups of objects, there are specific vocabulary items that describe what you discover.	**Students will be able to:** • count, read, and write numbers to 100, including 0. • order numbers. • compare groups of objects. • count by 2's, 5's, 10's. • use comparative terms to describe number sets. • use manipulatives to help solve problems.	K.CC.1,3-6 (SfMP) **WIDA** SIL L W Lvl 1-5 LoLa S Lvl 1-5 LoMa S Lvl 1-5 LoMA L Lvl 1-5 LoMA W Lvl 1-5
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**
more, fewer, less, group, count, pair, compare, several, dozen, double, single, triple, some, few, same, ordinal, cardinal, odd, even, sort, set, total, equal	Into English: Best Foot Forward Math for All Seasons Tang The Grapes of Math Tang Math Potatoes Tang Fish Eyes Ehlert Count and See Hoban More, Fewer, Less Hoban What's a Pair, What's a Dozen Swinburne What Comes in 2's, 3's, & 4's Aker Shoes, Shoes, Shoes Morris manipulatives EnVision Math (Resource)	Formative • Familiar math/counting games • Chants, songs • Observation Summative • Counting dominoes, cards • Sorting objects into groups • Problem solving pages

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Grade: K   **Unit:** Nonfiction: Science Themed   **Time Frame:** 5 weeks
Baby Animals & Their Habitat

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• Animal babies have specific names. • Animals in live in different habitats. • Animals grow and change. • Animals care for their offspring. • English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	• What do animals need to live and how do they get it? • What do animals do for their babies?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: • informational texts have covers, title pages, glossaries and illustrations. • pictures give us clues to meaning. • how to participate in group discussions (taking turns, respectful listening). • names of pets, farm and woodland animals.	**Students will be able to:** • ask and answer questions about key details in text. • make connections between two pieces of information in text. • identify similarities and differences. • sort pictures of animals will labels by first letter. • find animal words in picture books. • match mothers and babies. • answer questions making statement with has/have . "This is a guppy. It has scales." "Does a ____ have ____ ?" • use prepositions in descriptive statements. "On the fence…" • answer –"wh" questions.	K.RL.1-4 K.RIT.1,2,4,7 K.RFS.1-4 K.W.7 K.SL.1-6 K.L.1 5.3.P.A.1-2 5.3.P.B.1 5.3.P.C.1
		WIDA
		SIL S 1-5 LoLa R 1-5 LoLa W 1-5 LoSci L 1-5 LoSci L 1-5 LoSS S 1-5
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**
various animal names and names of habitats, ex. puppy, kitten, lamb, chick, piglet, cub, tadpole, scales, wings, beaks, fur, whiskers, paws, claws, farm, forest/woodland, ocean, home, nest, barn, cave, burrow, den, air, water, food, exercise, shelter	<u>Faces Only a Mother Could Love</u> (Dewey) <u>Chicks & Chickens</u> (Gibbons) <u>Mothers are Like That</u> (Carrick) <u>A Pinky Is a Baby Moose and Other Baby Animal Names</u> (Ryan) <u>All Around Me</u> (Claire) Phonics Readers, BrainPop, BookFlix, SmartBoard lessons iPad Apps for Baby Animals	<u>Formative</u> • Animal matching and sorting games • Labeling activity • Observation "Tell what you learned." <u>Summative</u> • Favorite pets graph • Kinds of animals bulletin board • Build a habitat

Grade: 1-2   **Unit:** States of Matter   **Time Frame:** 5 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• Matter is everywhere in the world. • Matter exists in several different states. • English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	• What is matter? • Can matter be changed?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: • a varied and rich vocabulary enriches both written and oral communication. • text features of nonfiction texts. • social language to enjoy positive peer relationships and communicate with understanding. • matter has mass. • matter exists in different states, typically solid, liquid, gas. • two pieces of matter can't occupy the same space simultaneously. • gases take up space even when they can't be seen. • heat can make things change. • solids retain shape. • liquids take shape.	**Students will be able to:** • follow multi-step oral and written instructions. • work together cooperatively to conduct experiments. • construct models to test experiments. • produce simple sentences describing changes in states of matter using word banks and illustrated organizers. • use writing, drawing, and discussion to communicate observations, investigations and experiences concerning solids, liquids, and gases.	1.RIT.1,2,4-7,9,10 2.RIT.1-5,7,10 1.RFS.1-4 2.RFS.3-4 1.W.7-8 2.W.7-8 1/2.SL.1-6 1/2.L.1-6 5.2.2.A.1-2 5.2.4.A.2 5.2.2.B.1 5.2.4.B.1 5.1.4.A.2-3 5.1.4.B.1-4 **WIDA** SIL L Lvls 1-5 LoLa R Lvls 1-5 LoSci W Lvls 1-5 LoSci L Lvls 1-5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
mass, matter, property, solid, liquid, gas, mixture, change, cool/ing, heat/ing, container, steam, boil, flow, space	BrainPOPJr.com sciencekids.co.nz Matter is Everything Theme Set (Sundance) Smart Exchange Chemistry for Every Kid (Van Cleave) Water Can Change (Birchall)	Formative • Experiments • Observations • Predictions • Discussions Summative • Conclusions • Online Quizzes • Vocabulary Notebook

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Grade: 1-2   **Unit:** Cultural Celebrations   **Time Frame:** 5 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• Celebrations are associated with different events that occurred in the past. • People in different countries/societies celebrate in diverse ways that affirm their culture. • Respect should be shown to all people and their traditions. • English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	• What makes a culture unique? • How can understanding other cultures help us to be better citizens? • What commonalities unite us across cultures?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: • people celebrate both old and new holidays. • celebrations can be shown on a calendar. • how people celebrated long ago and today using Thanksgiving as a model. • the major holidays recognized in the United States. • folktales and stories convey information about culture and history.	**Students will be able to:** • compare/contrast different aspects of multicultural celebrations. • find information on a calendar. • orally describe foods, times of year, and reasons why people celebrate. • identify the parts of a sentence that tell why in a piece of nonfiction text. • use present/past tense verb forms. • capitalize as required.	6.1.4.A.14 6.1.4.D.12 1/2.RL.1,2,5,6 1/2.RIT.1,2,6,7,10 1.RFS.1-4 2.RFS.3-4 1/2.W.2,7,8 1/2.SL.1-6 1/2.L.1-6 **WIDA** LoLa L Lvls 1-5 LoLa S Lvls 1-5 LoLa W Lvls 1-5 LoSS R Lvls 1-5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
ordinal numbers, names of days, months, seasons, before, after, later, while, when, last specific holiday/celebration vocabulary	ESL Teacher's Holiday Activity Kit (Claire) ESL 2, Scott Foresman Ch. 10 "Long Ago and Today" BrainPOPJr./Social Studies Bookflix www.everythingesl.net	Formative • Class discussion • Observations Summative • Favorite Holiday Writing • Sequential Language Story Summaries/Story Maps of Folktales • Invent/present a new Holiday – All About _____

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Grade: 1-2   **Unit:** Measurement, Classification   **Time Frame:** 5 weeks
                 & Problem Solving

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• Objects, numbers, and measures can be compared and related in different ways. • Some attributes are measurable and can be quantified using unit amounts. • English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	• How can we measure objects? • How can we compare and order objects we've measured? • What units of measure are used in the US and around the world?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: • measurement is a process of comparing a unit to the object being measured. • different units can be used to measure length. • adjectives can be compared by adding –er and –est, more and most. • we measure liquids, temperatures, weights, times, and speeds.	**Students will be able to:** • order objects by length. • display comparative data on graphs. • analyze the relative length of objects. • work with a partner to categorize/compare the lengths of objects. • use comparatives (-er) and superlatives (-est). • estimate lengths of objects. • use sentence frames to make comparative statements.	1.MD.1-4 (SfMP) 2.M.1-4, 7, 9-10 (SfMP) 1.G.1 (SfMP) 1/2.RLD.1 1/2.RIT.1,5,7 **WIDA** LoMa L Lvls 1-5 LoMa R Lvls 1-5 LoMa W Lvls 1-5 SIL L Lvls 1-5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
compare, length, inch, centimeter, foot, yard, meter, standard, non-standard, chart, order, long/er, tall/er, small/er, short/er, big/ger, ruler, scale, Fahrenheit, Celcius, cup, quart, pint, gallon, liter, millimeter, ounce, pound, second, minute, hour, day	ESL 1/2, Scott Foresman Measuring Penny Leedy Is a Blue Whale the Biggest Thing There Is? Wells How Tall, How Short, How Far Away Adler Big & Little Jenkins enVision Math resource materials	Formative • Observations • Partner work • Mixed Practice, Workbook Summative • Handprint Comparison • Writing: What I can do now that I couldn't do when I was younger?

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Grade: 1-2   **Unit:** Nonfiction: Living in Our Country   **Time Frame:** 5 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• Paying attention to nonfiction features will help us make meaning of informational text. • Nonfiction text has structure (main idea, details) that enables the author to explain the content. • English language learners communicate information, ideas and concepts necessary for academic success in the content area of English Language Arts.	• What makes us one country? • Who are citizens and what do they do? • What symbols are important for us in the US? • What does our president do? • How is nonfiction different than fiction?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: • we celebrate our independence as a country on the 4th of July. • washington and Lincoln were important presidents and their contributions to this country, as well as why we celebrate them. • the impact and contributions of Martin Luther King Jr. • the role and responsibility of the president of the United States. • the various meanings of American symbols, such as the US flag, Statue of Liberty, the bald eagle. • nonfiction books are filled with facts. • nonfiction book features usually include photographs, table of contents, headings, bold print words, and captions. • nonfiction books do not have to be read cover to cover.	**Students will be able to:** • preview text effectively. • interact with grade-level words and expressions regardless of their proficiency level. • identify the main topic of a multi-paragraph text. • describe the connection between a series of historical events in the text. • read to answer –wh questions to demonstrate understanding. • define words in context as well as in a glossary. • use photographs to gain meaning. • list facts from a nonfiction book. • identify a book as fiction or nonfiction by looking at the cover and/ or reading the title. • utilize digital tools to research a topic. • write an informative book. • identify and apply the various features of a letter when writing.	1.RIT.1-10 1.RIT.1-10 1/2.W.2 1/2.W.5 1/2.W.6 1/2.W.7 6.1.4.A.1, 9, 10 **WIDA** LoLa Lvls 1-5 SIL Lvls 1-5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
citizen, colony, independence, president, vote, ballot, symbol, celebrate, liberty, equality, justice, pledge, allegiance, republic, monument, nation, text features, table of contents, headings, labels, maps, photographs, fiction, nonfiction	Some People I Know Unit 3 Houghton Mifflin If I Were President Stier Presidents Teaching Center, Lakeshore US Symbols Teaching Center O Say Can You See Keenan iPads BrainPOPJr	Formative • Class discussion • Observation • Votes and tabulations Summative • Video Project: Welcome to Our School/Country • "All About" Books • Letters to the President

Grade: 3-5   **Unit:** Food & Nutrition   **Time Frame:** 5 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• Choosing a balanced variety of nutritious foods contributes to wellness. • Eating patterns are influenced by a variety of factors. • English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science and Comprehensive Health.	• How does making good nutrition choices effect your growth and development? • How can advertising affect our food choices?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: • New Jersey is the "Garden State" and why it is called that. • making balanced nutritional choices can help them stay healthy. • nutritional labels give valuable information to help us make healthy choices. • how to formulate questions and answers using "did". • count/noncount nouns: less, fewer. • every culture has particular food choices/staples associated with it.	**Students will be able to:** • identify the main food groups and give examples of each. • discuss the importance of physical activity. • discuss why they choose the foods they do. • apply knowledge of healthy foods to create a meal/snack. • use graphics for information. • employ advertising language to "sell" a product. • use technology as a research tool.	3.RIT.1,5,7,10 4/5.RIT.4,7,9,10 3.W.7,8 4/5.W.7-9 3-5.SL.1,4,6 3-5.L.1-6 2.1.4.B.1-4 2.1.6.B.1,2,4 5.1.4.B.4 5.1.4.C.1,2

		WIDA
		SIL L Lvls 1-5 LoLa R Lvls 1-5 LoSci S Lvls 1-5 LoSci L Lvls 1-5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
various food names, dairy, fruit, vegetable, grain, meat, protein, sugar, fat, carbohydrate, nutrient, sodium, vitamin, diet, balanced, persuasive techniques: bandwagon, endorsement, repetition, testimonial, generalities	www.choosemyplate.gov www.fns.usda.gov Serving Up My Plate lesson plans Health for Children: Nutrition (Schlessinger Media) ESL 4, chapter 7 Scott Foresman Into English Hampton Brown	Formative • Cereal box label analysis • Class discussion Summative • Healthy Meal/Recipe Presentation • Advertising Presentation • Vocabulary Notebook

Grade: 3-5   **Unit:** Ancient Civilizations   **Time Frame:** 5 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• We build upon and honor today, what ancient civilizations established in government, art, and science. • Myths, fables, and archetypes carry across cultures. • Trade/economics drove the development/cross-pollination among great ancient civilizations • English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	• What role does geography play in the development of a civilization? • What role does religion play in the development of a culture? • How do social class systems impact society?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: • geography/topography affect where and how civilizations develop. • early people migrated for various reasons. • rivers were key in the evolution of agriculture, cities, and trade. • rules and laws are essential in societies. • cultures develop writing systems, calendars and art forms. • class systems emerge in all societies.	**Students will be able to:** • name and locate geographical features on maps. • measure distances using a map scale. • employ conventions when writing proper nouns. • use reading strategies to render content comprehensible. • define vocabulary items in context. • compare/contrast mythologies/gods. • trace trade routes and explain why they expanded. • describe the daily lives of ancient people.	6.1.4.A.1,14,15 6.1.4.B.1-2 6.2.8.B.2a,b 6.2.8.C.2a 6.2.8.D.2b,d 3/4/5.RL.1-4,6 3/4/5.RIT.1-5,7 3/4/5/.RFS/3-4 3/4/5.W,2,4,5,7,8 3/4/5.SL.1-6 3/4/5.L.1-6
		WIDA
		SIL S Lvls 1-5 LoLa L Lvls 1-5 LoLa R Lvls 1-5 LoLa S Lvls 1-5 LoSS L,R,S,W Lvls 1-5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
map key, political, physical, compass rose, continent, hemisphere, fertile, irrigation, social class, archaeology, cuneiform, hieroglyphics, democracy, philosophy, mythology, fable, moral	ESL 6, Scott Foresman The Ancient World, Prentice Hall Ancient Civilizations, Longman SS Google Translate SmartBoard BrainPop/BrainPopJr DK Readers, Secrets of the Mummies Readings Adventures 1: Olympics	Formative • Observation • Comprehension questions • Vocabulary Quizzes Summative • Graphic Organizer • Oral Presentation: Biography • Civilization Timeline

Grade: 3-5   **Unit:** Fractions & Problem Solving   **Time Frame:** 5 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• The set of a real numbers is infinite and ordered. • Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value. • Numbers, expressions, measures, and objects can be compared and related to other numbers, expressions, measures, and objects in different ways. • English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math.	• What is a fraction? • How can we interpret a fraction? • What language can we use to describe and compare fractions?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: • fractions are equal parts. • fractions can be shown on a number line. • fractions represent a quantity formed when a whole is divided into equal parts, and you want to show a part of that whole. • the bottom number tells how many equal parts the whole is divided into. • the top number tells how many equal parts are indicated/represented.	**Students will be able to:** • create original problems containing fractions. • teach peers step-by-step process of how to solve problems involving fractions. • recognize equivalent fractions. • use number lines to compare fractions. • explain why fractions are equivalent. • use >, =, < symbols. • estimate fractional parts using benchmark denominators (2,3,4,6,8). • describe strategies for solving problems in paragraph form incorporating target vocabulary.	3-5.NF.1-3 (SfMP) 5.NF.6 (SfMP) **WIDA** LoMa L Lvls 1-5 LoMa S Lvls 1-5 LoMa W Lvls 1-5 SIL S, L, R Lvls 1-5
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**
fractions, numerator, denominator, whole, part, quantity, number line, interval, halves, thirds, fourths, sixths, eighths, whole number, mixed number, equality, inequality	iPad apps: Oh No Fractions; Show Me www.fractionbars.com www.softschools.com/math/fractions The Hershey's Fraction Book Pallotta Fraction Action Leedy Paper strips, grid paper, number lines, BrainPopJr.	Formative • Observation • Ordering/matching fractions Game • Worksheets Summative • Test • Student created Quizzes with original problems

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Grade: 3-5   **Unit:** Text to Research   **Time Frame:** 5 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• We as humans are curious and ask important questions about what interests us. • There are various places that we can go and find information. • We must always determine the validity of information we see, hear, and read. • We can teach others about what we know.	• What is the goal of research? • How can we formulate questions that will guide our research? • Once we have conducted research, how can we choose the structure that will best convey our findings?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: • that a t-chart can help to create a list of topics they know a lot about. • how to develop a plan to gather information facts about a topic. • different note taking methods (i.e. highlighting Very Important Points/VIPs). • to organize research into section in order to develop a draft of a research paper/project. • various places to gather information on a given topic (i.e. internet, books, experts). • text boxes, diagrams, illustrations are an interesting addition to a research project. • the writing process, as well as publishing traditionally and electronically. • problem/solution, compare/contrast, and rich vocabulary techniques in writing.	**Students will be able to:** • produce an informational writing piece based on research and incorporate text features. • generate lists of questions. • read and draw evidence from various informational texts to support a thesis. • use resources in the library to support research. • take notes. • give credit for resources in a bibliography. • organize a paper with headings/subheadings, main idea, and supporting details. • distinguish fact from opinion. • edit writing for conventions. • publish and offer constructive commentary to peers.	3-5.RIT.2,4,5,7,9,10 3-5.W.2,4-7, 10 4-5.W.9 3-5.L.1,6 8.1.4.A.2,3
		WIDA
		LoLa L Lvls 1-5 LoLa S Lvls 1-5 LoLa R Lvls 1-5 LoLa W Lvls 1-5 SIL L Lvls 1-5 SIL S Lvls 1-5 SIL R Lvls 1-5 SIL W Lvls 1-5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
for this reason, therefore, because, when/if ___ , then ___ , like, just as, on the other hand text feature vocabulary: graphs, charts, captions, tables (amplified and content specific vocabulary)	www.learnzillion.com various nonfiction texts iPads	<u>Formative</u> • Observation • t-charts, notes/flash, drafts <u>Summative</u> • Published Research Project on a topic of interest

Grade: 6-8   **Unit:** Laws of Motion   **Time Frame:** 5 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• Sir Isaac Newton's accomplishments laid the foundation for modern science. • Scientific Inquiry is a method to interpret and report out results of an experiment. • English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	• Are there laws in the area of science and can they be broken? • Do the laws of motion have an effect on daily life?

KNOWLEDGE	SKILLS	STANDARDS

Students will know:
 	
• there are three fundamental laws of motion.
• the law of inertia.
• more mass means more force is needed to accelerate.
• for every action, there is an opposite and equal reaction.
• conditional tenses.
	Students will be able to:
	
	• conduct various multi-step experiments:
	  o objects in motion will continue in motion and objects at rest will stay at rest unless acted upon.
	  o f=ma
	  o unbalanced forces produce motion.
	• hypothesize, observe, and record findings.
	• discuss, explain, and interpret gathered data.
		6-8 .W.7
		6-8.SL.1,4,6
		6-8.L.1-6
		
		5.2.6.E.1-3
		5.2.8.E.1-2
		
		WIDA
		
		SIL L Lvls 1-5
		
		LoSci S Lvls 1-5
		LoSci W Lvls 1-5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
motion, force, mass, friction, acceleration, inertia, velocity, gravitation, gravitational force, direction, scientific method, inquiry, hypothesis, testing, observation, results	FOSS Kit: Force & Motion Unit 2 www.fossweb.com/modulesMS Physics for Every Kid (Van Cleave) pp. 55,62,69 http://teachertech.rice.edu/Participants/louviere/Newton/ http://www.physicsclassroom.com/class/newtlaws/index.cfm	Formative • Experiment Reports • Class discussion • Quiz Summative • Projects • Presentation • Vocabulary Notebook

ROCHELLE PARK SCHOOL DISTRICT
Curriculum Guide Template

Grade: 6-8   **Unit:** Pop Culture: Influence of Music   **Time Frame:** 5 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• Pop Culture refers to the impact of a popular person, their contribution, or event on a community or society. • Music has played a vital role in various countries in how we view politics, consumerism, and social norms. • English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	• Does popular culture shape society or is it just a reflection of society? • How can communicating values or opinions through popular music influence a society? • Does the music add to the meaning of the lyrics or vice versa? • What other forms of popular culture communicate messages about current issues, trends, and attitudes?

KNOWLEDGE	SKILLS	STANDARDS
Students will know:	**Students will be able to:**	
• elements of popular culture include media forms such as music, television, movies, books, video games, fashion, art, and social media. • American music has contributed greatly to culture and has played an important part in social change. • music often reflects aspects of social and cultural identity. • music is often used in history to encourage or develop public enthusiasm for a political candidate or initiative. • music has been a voice for protest, as well as public commentary. • music usually plays a prominent role in cultural celebrations/holidays. • evidence and/or citations help to support an opinion or claim.	• explore themes in popular music through the ages that have impacted society. • determine if music has an impact on society and the way people think. • listen to other viewpoints in class discussion. • reflect on contemporary issues in oral and written form. • cite examples of popular music themes and determine if they have/had a positive or negative impact on society. • apply reading comprehension strategies to song lyrics to analyze text. • brainstorm in small groups the various elements of pop culture. • debate if one element of pop culture is more influential than another. • use regular/irregular past tense verb forms.	6/7/8. W. 2,4,7-9 6/7/8.SL.1,4,6 6/7/8. L.1-3 **WIDA** SIL L/S/R/W Lvls 1-5 LoLA L/S/R/W Lvls 1-5 LoSS L/S/R/W Lvls 1-5

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VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
popular, pop culture, politics, consumerism, social norms, trends, influence, attitude, opinion, evidence, cite, analyze, society, impact, culture, social media, folk music, blues, classical, jazz, country, R&B and soul, rock, metal, punk, hip hop, rap, lyrics, rhyme, verse	America History of Our Nation text, Pearson Prentice Hall US History & the Modern Era text, Longman SS various artist biographies BrainPOP Easy and Effective Writing Lesson for English Language Learners (Pryle)	Formative: • Observation • Class Discussion Summative: • Music Timeline • Lyric Presentation and Opinion Piece • Pop Culture Artist Report

ROCHELLE PARK SCHOOL DISTRICT
ESL Curriculum Guide

Grade: 6-8   **Unit:** Language of Math & Problem Solving   **Time Frame:** 5 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
- Ratios are an invaluable problem solving tool. - Ratios can be used to compare quantities and find rates. - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math.	- How can I solve problems using ratios, rates, and percents? - Why is understanding this concept important in my everyday life? Where would I apply this knowledge? - What is the relationship between a ratio and a proportion?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: - a ratio is a description of a relationship between two or more quantities measured in the same units. - a proportion is an equation with two ratios. - a unit rate a/b is associated with a ratio a:b. - a percent of a quantity is a rate per 100. - how to compute unit rates associated with ratios of fractions. - how to represent proportional relationships between quantities. - it takes perseverance to solve problems.	**Students will be able to:** - use sentence frames to construct sentences describing ratio relationships. - solve unit rate problems involving unit pricing and constant speed. - solve problems involving percents. - use tables to solve problems. - convert measurement units. - test for proportional relationships by graphing on coordinate planes. - write equations representing proportional relationships. - solve multi-step problems containing percents and ratios.	6/7.RP.1-3 (SfMP)

		WIDA
		LoMa L 1-5 LoMa R 1-5 LoMa S 1-5 LoMa W 1-5 SIL Lvls 1-5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
gratuity, tip, commission, fee, tax, sales tax, mark up, mark down, interest, percent increase, decrease, table graph, origin, part, whole, ration, proportion, unit, tables, discount, decimal, percent, per, value, convert	www.academicskillbuilders.com www.internet4classrooms.com www.spellingcity.com iPad app: Proportion Solver	<u>Formative</u> - Observation - Graphs, tables, worksheets - Problem sets - Verbal/Written Descriptions using frames <u>Summative</u> - Unit Test - Presentation of real-world problem solving

ROCHELLE PARK SCHOOL DISTRICT
ESL Curriculum Guide

Grade: 6-8   **Unit:** Research to Argue   **Time Frame:** 5 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• We all know how to argue, but can learn to do it formally and more effectively. • Researching to argue and analyze arguments will help prepare for global citizenship. • English language learners communicate information, ideas and concepts necessary for academic success in the content area of English Language Arts.	• How can studying conflicting perspectives on an issue help us develop and informed position? • How can we prepare to refute counter arguments through solid research?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: • there are structures and patterns that provide a strong foundation for presenting an argument. • persuasive essays present one side on an issue. • argumentative essays present both sides on an issue. • argumentative essays require a formal style. • how to analyze authors' perspectives and ideologies. • clauses and phrases create cohesion among claims, counterclaims, and evidence.	**Students will be able to:** • select a topic for an argumentative essay. • provide a foundation for proving their argument. • draft a thesis statement. • gather relevant evidence from various resources and cite them correctly. • use transitions to guide the reader through the essay. • craft a concluding statement that follows format and supports the argument. • edit and publish.	6/7/8.RIT.8, 9 6/7/8.W.1,4,6,9 6/7/8.SL.4, 6 **WIDA** LoLA S/L/R/W Lvls 1-5 SIL R Lvls 1-5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
argument, assumption, bias, claim, counterargument, concession, evidence, examples, expert opinions, facts, figures, definition, summary, pro, con, statistics, thesis statement, compelling, support	www.learning.blogs.nytimes.com "Argumentative and Informative Writing About Baseball"	<u>Formative</u> • Observation • Class Discussion of sample essays <u>Summative</u> • Drafts • Argumentative/Persuasive Essays for publication