



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 Development Timeline

School: Township of Ocean Elementary Schools

Course: ELL/Bilingual, Grades 1-2

Department: English as a Second Language

Board Approval	Supervisor	Notes
August 2008	Loretta Kachmar-Will	Born Date
August 2013	Loretta Kachmar-Will	Revisions
December 2017	John Bosmans	Revisions
March 2019	John Bosmans	Review

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	The language of social and instructional language	21	The language of Mathematics
2	The language of social and instructional language	22	The language of Mathematics
3	The language of social and instructional language	23	The language of Mathematics
4	The language of social and instructional language	24	The language of Mathematics
5	The language of social and instructional language	25	The language of Mathematics
6	The language of social and instructional language	26	The language of Mathematics
7	The language of social and instructional language	27	The Language of Science
8	The language of social and instructional language	28	The Language of Science
9	The language of Language Arts	29	The Language of Science
10	The language of Language Arts	30	The Language of Science
Week	Marking Period 2	Week	Marking Period 4
11	The language of Language Arts	31	The Language of Science
12	The language of Language Arts	32	The Language of Science
13	The language of Language Arts	33	The Language of Science
14	The language of Language Arts	34	The Language of Science
15	The language of Language Arts	35	The Language of Social Studies

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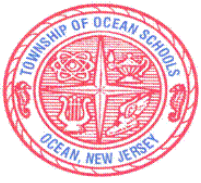
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16	The language of Language Arts	36	The Language of Social Studies
17	The language of Language Arts	37	The Language of Social Studies
18	The language of Language Arts	38	The Language of Social Studies
19	The language of Mathematics	39	The Language of Social Studies
20	The language of Mathematics	40	The Language of Social Studies

Core Instructional & Supplemental Materials including various levels of Texts
Wonders EL Reading Series, Reading Eggs, Pebble Go, BrainPop, BrainPop Jr., BrainPop ELL, Scratchgarden, National Geographic Explorer, Spellingcity, storylineonline, ReadWorks, coolmathgames, Kahoot, Quizlet

Time Frame	Weeks 1-8
Topic	
<ul style="list-style-type: none"> The language of social and instructional language 	
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 	

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in a variety of situations.

Alignment to Standards

[NJSLS- 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; ELA RL.2.1, RI.2.1, RI.2.7, W2.1, SL2.1, L.2.4, L.2.5](#)

WIDA: Standard 1-Social & Instructional Language

Learning Activities & Key Concepts and Skills

- 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.

Assessments

Formative:

- Oral Exercises
- Wonders workbook Activities
- Class Participation
- Writing Activities
- Teacher observation
- Coloring
- Entrance Slips
- Exit Ticket
- High Frequency Words
- Illustrating, Labeling, Describing ideas stories pictures

Summative:

- EL Wonders Unit Assessment

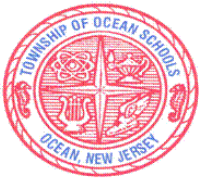
Benchmark:

- Skills/Content Initial Benchmark

Alternative:

- Kahoot, Quizlet

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Career Education
CRP4- Students will communicate clearly and effectively with reason when describing various locations in school and home.
21st Century Skills
Interdisciplinary Connections
Technology Integration
<ul style="list-style-type: none">● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge<ul style="list-style-type: none">○ Students will use their chromebooks to access educational learning websites such as Brainpop, Reading Eggs, & Brain Pop ELL○ Students will access Kahoot to review key concepts presented and collaborate with their peers.

Time Frame	Weeks 9-18
Topic	
<ul style="list-style-type: none">● The language of Language Arts	
Essential Questions	
<ul style="list-style-type: none">● How does the student use English language in language arts instruction?	

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Enduring Understandings

- 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.

Alignment to Standards

[NJSLS- 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](#)[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](#)

WIDA: Standard 2- Language Arts

Learning Activities & Key Concepts and Skills

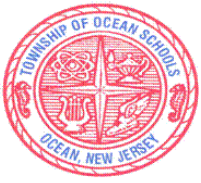
- Wonders Unit Activities

Assessments

Formative:

- Oral Exercises
- Identifying objects
- Class Participation
- Writing Activities
- Teacher observation
- Listening, reading, and discussing stories
- Entrance Slips
- Exit Ticket

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- High Frequency Words
- Venn Diagrams
- Picture Prompts
- Workbook activities

Summative:

- EL Wonders Unit Assessment

Benchmark:

-

Alternative:

- Kahoot, Quizlet

Career Education

CRP4- Students will communicate clearly and accurately when discussing reading stories with their teacher and peers.

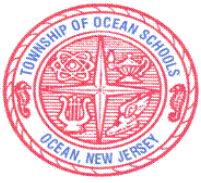
21st Century Skills

Interdisciplinary Connections

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use their chromebooks to access educational learning websites

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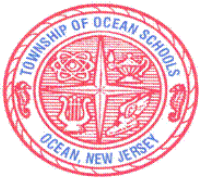
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such as Brainpop, Reading Eggs, & Brain Pop ELL

- Students will access Kahoot to review key concepts presented and collaborate with their peers.
- Students will use smartboard to complete various writing activities

Time Frame	Weeks 19-26
Topic	
<ul style="list-style-type: none">● The language 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.	
Alignment to Standards	
<p>NJSLs- 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.1.6ELA 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</p> <p>WIDA: Standard 3- Mathematics</p>	

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Learning Activities & Key Concepts and Skills

- 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

Assessments

Formative:

- Oral Exercises
- Identifying objects
- Number Activities
- Class Participation
- Writing Activities
- Teacher observation
- Entrance Slips
- Exit Ticket
- High Frequency Words
- Timing it Right
- Count your change review

Summative:

- EL Wonders Unit Assessment

Benchmark:

-

Alternative:

- Kahoot, Telling Time Bingo Review

Career Education

CRP2-Students will apply appropriate academic and technical skills when working to solve basic math problems and telling time.

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21st Century Skills

9.2.4.A.4- Students will explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success with a focus on mathematics.

Interdisciplinary Connections

[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](#)- Students will represent and solve problems involving addition and subtraction, understand place value, work with time, and reason with shapes and their attributes.

WIDA: Standard 3

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use their chromebooks to access educational learning websites such as Brainpop, Reading Eggs, & Brain Pop ELL
 - Students will access Kahoot to review key concepts presented and collaborate with their peers.
 - Students will engage in various smartboard activities to work on mathematics skills.

Time Frame

Weeks 27-34

Topic

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- The language of social and instructional language

Essential Questions

- How does the student use English language in science instruction

Enduring Understandings

- 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.

Alignment to Standards

[NJSLS- 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](#)

WIDA: Standard 4-Science

Learning Activities & Key Concepts and Skills

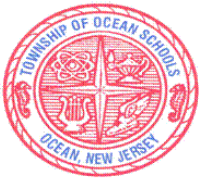
- Air, animals, body parts, change in self and environment, colors, forces in nature, living and non-living things, night/day, rocks, safety practices, scientific process, seasons, water, weather

Assessments

Formative:

- Oral Exercises
- Identifying objects

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- Class Participation
- Writing Activities
- Teacher observation
- Entrance Slips
- Exit Ticket
- High Frequency Words
- Graphic Organizers
- Animal Coloring Activities
- Storybook Discussion

Summative:

- EL Wonders Unit Assessment

Benchmark:

- Phonological Awareness & Literacy Comprehension final assessment

Alternative:

- Kahoot, Student generated models of animals in their natural habitat

Career Education

21st Century Skills

Interdisciplinary Connections

[Science-2-LS4-1](#). Students will make observations of plants and animals to compare the diversity of life in different habitats.

Technology Integration

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- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use their chromebooks to access educational learning websites such as Brainpop, Reading Eggs, & Brain Pop ELL
 - Students will access Kahoot to review key concepts presented and collaborate with their peers.
 - Students will use their chromebooks and internet to access natinoalgeographic.com to study different animals and habitats.

Time Frame	Weeks 35-40
Topic	
● The language of Social Studies	
Essential Questions	
● 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, understands, interpret, and evaluate spoken language in a variety of situations in the content area of social studies.	
Alignment to Standards	
NJSLs- 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,	

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[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](#)

WIDA: Standard 5-Social Studies

Learning Activities & Key Concepts and Skills

- 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

Assessments

Formative:

- Oral Exercises
- Identifying objects
- Class Participation
- Writing Activities
- Teacher observation
- Entrance Slips
- Exit Ticket
- High Frequency Words

Summative:

- EL Wonders Unit Assessment

Benchmark:

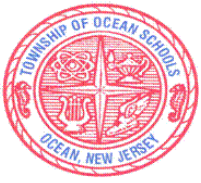
- Skills/Content Final Benchmark, ACCESS for ELLs 2.0 Assessment Results

Alternative:

- Kahoot, Quizlet, Google earth geography skills.

Career Education

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CRP1- Students will act as responsible and contributing citizens and employees through the study of the community helpers Wonders unit.

21st Century Skills

9.2.4.A.4- Students will explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success with a focus on Social studies and Civic education.

Interdisciplinary Connections

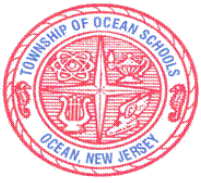
Social Studies- [6.1.4.A.1](#), [6.1.4.A.11](#)- Students will explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good in society. Students will also explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

WIDA: Standard 5-Social Studies

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use their chromebooks to access educational learning websites such as Brainpop, Reading Eggs, & Brain Pop ELL
 - Students will access Kahoot to review key concepts presented and collaborate with their peers.
 - Students will engage in various smartboard activities to work on mathematics skills.
 - Students will use quizlet to review key concepts presented.
 - Students will use Google earth to work on geography skills.

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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

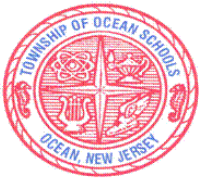
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills

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- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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