



ESL Curriculum Grades 3-5

**Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210**

Approved: September 2018

Goals of the ESL Curriculum

The ESL (English as a Second Language) program is established to provide students with the vocabulary and grammatical structures needed for both school performance and everyday living.

Together with the classroom teacher, the ESL teacher develops language acquisition and cognitive academic language skills through the use of sound instructional techniques. The ESL program provides the English Language Learner (ELL) the opportunity to grasp the academic, social, and cultural aspects of the English language through the teaching of reading, writing, spelling, and listening.

The goal of the ESL program is to help students develop language skills necessary to be successful students and members of society. This can be done most effectively by meeting the following objectives:

- to nurture self-pride and self-identity in each student's linguistic and cultural heritage.
- to develop proficiency in the English language.
- to reach a level of proficiency in reading, writing, speaking, and listening as outlined in the New Jersey Student Learning Standards.
- to reach a level of proficiency in all content areas.
- to provide curricular and extra-curricular opportunities for ELL students in a similar fashion to our non-ELL students.



3-5

Curriculum

Framework

Middle Township Elementary #2 School's ESL Curriculum

Grade Level and Content:	3-5 ESL
Interdisciplinary Connections	<ul style="list-style-type: none"> • Academic and Technical Rigor – Assignments are designed to address key learning standards identified by WIDA and the NJSLs. • Authenticity - Assignments use a real world context (e.g., community and workplace problems) and address issues that matter to the students. • Applied Learning - Assignments engage students in solving problems calling for competencies expected in high-performance work organizations (e.g., teamwork, problem-solving, communication, etc.). • Assessment Practices - Assignments involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real- world standards of performance; WIDA ACCESS 2.0, PARCC, STAR.
Core Instructional Materials	Listed within individual curriculums and weekly lesson plans
Assessments	ACCESS for ELLs, WIDA Model Grades 3-5, oral exercises, Literacy activities, games, oral and/or written quizzes, drawing and identifying, mini conversations, flashcards, student participation, homework assignments, and Math STAR/ Literacy STAR, PARCC; others listed within individual curriculums and weekly lesson plans
Modifications for Special Education Students	Note IEP, audio recordings, digital media, visual presentation, spanish versions of curriculum content
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, bilingual readingl, read directions aloud, alternative assignments, after school tutoring

21st Century Skills

Creativity & Innovation

Critical Thinking

Communication

Collaboration

Life & Career Skills

Information Literacy

Media Literacy

Chronological Thinking

Spatial Thinking

Presentational Skills

Problem Solving

Decision Making

Technology Operations & Concepts/ Interdisciplinary Connections

- Web-based activities for reading comprehension
- English Language Arts-Reality Central-Pearson
- Science-web-based lab activities
- Technology-Smart TV, Chromebooks, online translators
- Social Studies-Textbook series/bilingual worksheets
- Character Education-cultural appreciation
- Math-Big Ideas

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively with reason

CRP5. Consider the environmental, social and economic impacts of decisions

CRP6. Demonstrate creativity and innovation

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP9. Model integrity, ethical leadership, and effective management

CRP10. Plan education and career paths aligned to personal goals

CRP11. Use technology to enhance productivity

CRP12. Work productively in teams while using cultural global competencies

Third Grade – Fifth Grade ESL Scope and Sequence

Unit	Months	Estimated Pacing
Unit 1: Let's Learn – Grade 3 Unit 1 Growing Up – Grade 4 Unit 1: Taking a Stand – Grade 5	September- November	45 days
Unit 2: Neighborhoods and Communities – Grade 3 Unit 2: Making A Difference-Grade 4 Unit 2: Investigations-Grade 5	December - January	30 days
Unit 3: Express Yourself -Grade 3 Unit 3: Power of Words-Grade 4 Unit 3: Using Your Wits-Grade 5	February - March	30 days
Unit 4: Working Together – Grade 3 Unit 4: United We Stand - Grade 4 Unit 4: Team Up to Survive-Grade 5	April - May	30 days
Unit 5: Amazing Animals – Grade 3 Unit 5: Habitats-Grade 4 Unit 5: American West-Grade 5	May - June	30 days

Unit 1

Let's Learn – Grade 3

Growing Up – Grade 4

Taking a Stand – Grade 5

Unit Plan Title:	Let's Learn-Grade 3; Growing Up-Grade 4; Taking a Stand-Grade 5
Unit Topics:	The Language of Social and Instructional Language
Standard(s) Number and Description (Established Goals)	
<p>Standards: New Jersey Student Learning Standards English Language Arts: RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

WIDA: English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting

Content Area:	English as a Second Language	Grade(s) 3-5
Unit Plan Title:	Let’s Learn-Grade 3; Growing Up-Grade 4; Taking a Stand-Grade 5	
Unit Topics:	The Language of Social and Instructional Language	
	Standard(s) Number and Description (Established Goals)	
	<p>Standards: New Jersey Student Learning Standards English Language Arts: RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	

- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

WIDA: English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting

Enduring Understandings:

- 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.

Students will

- Communicate in English for social and instructional purposes within the school setting
- use isolated words, common phrases, and basic pronunciation features
- maintain a simple conversation and/or execute day-to-day functions
- provide elaborate answers to questions
- write basic words and sentences
- engage in producing coherent sentences

Essential Questions

- How does the student use language in the classroom and with peers?
- What ways can we express ourselves when we don't know another's language?
- What are some strategies for building effective oral communication skills?
- How do our relationships with others change us?
- What makes us the same? What makes us different?

Student Learning Activities/Assessments:

- Discuss school/classroom rules
- Write about school/classroom rules
- Discuss the basic things people need to succeed in school
- Classwork/Homework
- Teacher observation / classroom discussion / student participation
- Communicating with teachers/peers

Technology Resources

- Chromebooks
- Smart TVs
- Smartboards

- **English Listening Lesson Library Online**
- **FunEnglishGames.com**
- **Tefitunes**

Unit 2
Express Yourself-Grade 3
Power of Words – Grade 4
Using Your Wits – Grade 5



Content Area:	English as a Second Language	Grade(s) 3-5
Unit Plan Title:	Express Yourself-Grade 3; Power of Words-Grade 4; Using Your Wit-Grade 5	
Unit Goal:	Students use language in language arts instruction	
Standard(s) Number and Description (Established Goals)		
<p>Standards: New Jersey Student Learning Standards ELA-Literacy: RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure. W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>		

C. Use a variety of transitional words and phrases to manage the sequence of events.
D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
E. Provide a conclusion that follows from the narrated experiences or events.
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and Situation

WIDA Standard 2 – Language of Language Arts

English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

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

Students will

- Articulate academic language within the content of Language Arts/Literacy
- construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
- participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
- make accurate use of standard English to communicate in grade appropriate speech and writing
- compare examples of the formal and informal use of English
- compose written texts

Essential Questions

- How does the student use language during language arts instruction?
- What are the reasons that cultures and individuals create narratives of their experiences?
- How can we use story writing and storytelling to help solve everyday problems?
- What are some strategies for building effective oral communication skills?
- What are the reasons that cultures and individuals create narratives of their experiences?

Student Learning Activities/Assessments:

- hands-on activities
- pair shares and table talks.
- charts and graphic organizers.

- **Teacher observation / classroom discussion / student participation**
- **Modified quizzes/tests**
- **Classwork/homework**
- **Posters, brochures, & journal**
- **Benchmark assessments in writing**
- **STAR reading assessment**

Technology and suggested resources

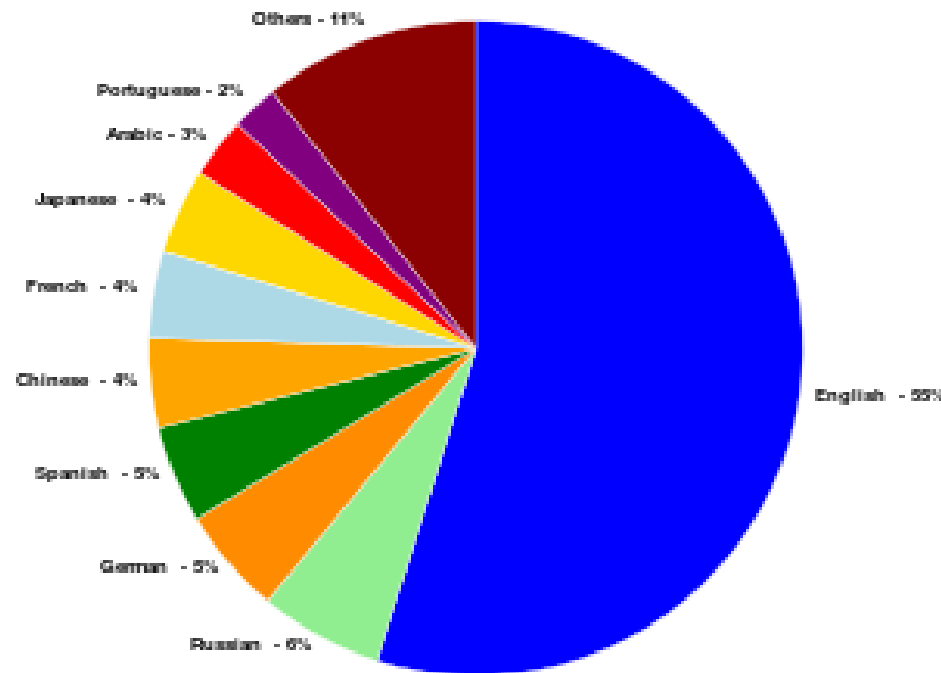
- Journeys anthology
- Books/poems about
- Read Alouds
- www.scholasticnews.com
- www.brainpopjr.com
- Readworks.org
- Videos: www.youtube.com

Unit 3

Working Together – Grade 3

Math Around Us – Grade 4

Every Day Math – Grade 5



Content Area:	English as a Second Language	Grade(s) 3-5
Unit Plan Title:	Working Together-Grade 3; Math Around Us-Grade 4; Every Day Math-Grade 5	
Unit Goal:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.	
	Standard(s) Number and Description (Established Goals)	
	<p>New Jersey Student Learning Standards Math:</p> <p>3.OA.A. Represent and solve problems involving multiplication and division. 1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe and/or represent a context in which a total number of objects can be expressed as 5×7.</p> <p>3.OA.B. Understand properties of multiplication and the relationship between multiplication and division. 5. Apply properties of operations as strategies to multiply and divide.2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) 6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p> <p>4.OA.A. Use the four operations with whole numbers to solve problems. 1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. 2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>4.NBT A. Generalize place value understanding for multi-digit whole numbers. 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>5.OA A. Write and interpret numerical expressions. 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</p> <p>5.OA B. Analyze patterns and relationships. 3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</p> <p>5.NBT A. Understand the place value system. 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. 3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using</p>	

>, =, and < symbols to record the results of comparisons.

5.G B. Classify two-dimensional figures into categories based on their properties.

4. Classify two-dimensional figures in a hierarchy based on properties.

WIDA Standard 3 – Language of Mathematics

English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

Enduring Understandings: Enduring Understandings:

- 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, understands, interpret, and evaluate spoken language in a variety of situations in the content area of mathematics.

Students will

- Make content-related lists of words, phrases, or expressions
- Classify or organize information presented in visuals or graphs
- Engage in written communication using angles
- Interpret equivalent forms (fractions, decimals & percents)
- Use the metric system
- Process the basic operations of multiplication and division

Essential Question

- How does the student use English language during mathematics instruction?
- What ways do we use math in everyday life?
- How does the student interpret pictures, graphs, tables, and data?
- How do I determine the best strategy to use for tackling a specific mathematical problem?
- How can I best represent a pattern using mathematical principles?

Student Learning Activities/Assessments:

- Grade level Everyday Math series
- Math boxes
- Math related games
- Classwork/homework
- Cooperative learning activities

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| | <ul style="list-style-type: none">● Unit quizzes/tests● Teacher observation / classroom discussion / student participation● STAR assessment● PARCC● ACCESS for ELLs● End of year Everyday Math assessment |
| | |

Unit 4

Amazing Animals-Grade 3

Habitats-Grade 4

Be Kind to the Earth - Grade 5



Content Area:	English as a Second Language	Grade(s) 3-5
Unit Plan Title:	Amazing Animals-Grades 3Habitats-Grade 4; Be Kind to the Earth-Grade 5	
Unit Goal:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.	
	Standard(s) Number and Description (Established Goals)	
	<p>Next Generation Science Standards: 3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. LS4.C: Adaptation For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. 3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. caused when the environment changes and the types of plants and animals that live there may change 3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season 3-ESS2-2. Obtain and combine information to describe climates in different regions of the world. 3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard 4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object. 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation 5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down. 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p> <p>WIDA Standard 4 – Language of Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.</p>	
	<p>Enduring Understandings:</p> <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.	
	<p><i>Students will</i></p> <ul style="list-style-type: none">Participate in experiments and labsMake observations both orally and writtenDevelop modelsMake claims based on evidenceUse evidence to construct an explanationAcquire academic vocabulary as it pertains to science topics	
	<p>Essential Question</p> <ul style="list-style-type: none">How does the student use English language during science instruction?When and how do scientific theories change?	

- How can I make larger representations of small objects?
- How do we create, test, and validate a scientific model?
- Why is it important that we recognize universal patterns existing within our world?

Suggested Student Learning Activities/Assessments:

- Class discussions
- Interactive Notebook entries
- Labs
- Experiments
- Hands-on activities
- Classwork/homework
- Unit quizzes/tests
- Grade 5 State Science Test
- ACCESS for ELLs

Suggested Resources

- Grade level textbook
- Videos
- Science materials for experiments/labs
- Brainpop
- Nationalgeographic.com
- Interactive notebooks

Content Area:	English as a Second Language	Grade(s) 3-5
Unit Plan Title:	Neighborhoods and Communities-Grade 3; Making a Difference-Grade 4; American West-Grade 5	
Unit Goal:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.	
Standard(s) Number and Description (Established Goals)		
<p>New Jersey Student Learning Standards for Social Studies</p> <p>6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p>6.1.4.A.13 Describe the process by which immigrants become United States citizens.</p> <p>6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</p> <p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p>WIDA Standard 5 – Language of Social Studies</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p>		
<p>Enduring Understandings:</p> <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.		
<p>Students will :</p> <ul style="list-style-type: none">Understand the three branches of governmentResearch civil rights leadersDescribe governments, languages, customs, and laws from other culturesCompare/Contrast forms of governmentExplain the roles of religious freedom and participatory governmentEvaluate the importance of people from diverse cultures collaborating for world solutionsExplain the different experiences of voluntary and involuntary migratory peoples		
<p>Essential Question:</p> <ul style="list-style-type: none">How does the student use the English language during Social Studies instruction?How do different cultures shape who we are?How does our understanding about the culture of a people help us communicate with them most effectively?How does the study of history help us realize that ideas and actions of individuals and groups have consequences and shape events?Why do we study and examine our past, present, and future?		
<p>Suggested Student Learning Activities/Assessments:</p> <ul style="list-style-type: none">Class discussionCooperative groups to create a product depicting a topic/theme studied		

- Research a figure that has had an impact on our history. Student choice to present information (i.e poster, role play, project)
- Grade level social studies text
- Classwork/homework
- Unit quizzes/tests
- ACCESS for ELLs
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Suggested Resources

- Common Lit
- Brainpop
- NewsELA
- Grade level textbook
- Hand outs
- Videos
- websites