

Pine Hill Public Schools Curriculum

Content Area:		ELL	
Course Title/ Grade Level:		ELL Grade 1 & Grade 2	
Unit 1:	My Community	Month:	September/ October
Unit 2:	My Larger Community	Month:	November/ December
Unit 3:	Living and Working Together	Month:	January/ February
Unit 4:	Our Great Big, Busy World	Month:	March/ April
Unit 5:	The World Around Me	Month:	May/ June
Date Created or Revised:		March 2013	
BOE Approval Date:		March 26, 2013	

Pine Hill Public Schools
ELL Curriculum

Unit Title: My Community		Unit #: 1
Course or Grade Level: 1-2		Length of Time: September/October
Date Created: 2/15/13		BOE Approval Date:
Pacing	Chapter 1: 2 weeks; Chapter 2: 1 week; Chapter 3: 1 week; Chapter 4: 2 weeks; Chapter 5: 2 weeks	
Essential Questions	<ul style="list-style-type: none"> • What language do students need in order to demonstrate comprehension and engage in the topic of the community? 	
Content	<ul style="list-style-type: none"> • Key vocabulary • Adjectives • Commands • Social greetings • Prepositions and prepositional phrases • Question words • Phonemes • Decoding skills • Reading strategies • Listening strategies • Syntax • Reading comprehension • Writing 	
Skills	<ul style="list-style-type: none"> • Ask and answer informal questions • Recognize, identify, and correctly pronounce phonemes • Listen attentively to presentation of target vocabulary, poetry, songs, and stories • Recognize patterns of sounds in oral language, e.g., rhyming • Follow 1- and 2- step directions for classroom and work related activities. • Use common social greetings and phrases • Categorize words (language arts) • Categorize objects (language arts, social studies, science, and mathematics) • Compare and contrast • Complete a graph • Give identifying information that involves numbers • Respond appropriately to social and academic interactions • Retell stories • Write about a character from a story • Write a friendly letter • Write basic personal information and family information • Write a brief narrative 	
Assessments	<ul style="list-style-type: none"> • Formative: Teacher Observation, Classwork, Class Discussion, Writing Task, Quizzes, Homework • Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing) 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • ELP 1: Students will use nonverbal cues to demonstrate comprehension • ELP 2: Students will use nonverbal cues, discussion, and simple writing (labeling) to demonstrate comprehension • ELP 3: Students will use discussion and basic writing (kid writing) to demonstrate comprehension, e.g., labeling • ELP 4: Students will use discussion and writing to demonstrate comprehension • ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension 	

Inter-disciplinary Connections	<ul style="list-style-type: none"> Language Arts, Mathematics, Social Studies, Science 						
Lesson resources / Activities	<ul style="list-style-type: none"> Carousel of IDEAS Internet Resources 						
Standards							
WIDA	English Language Proficiency Standards						
ELP Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.						
ELP Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .						
ELP Standard 3	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics .						
ELP Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .						
ELP Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .						
Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing						
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
ELL Curriculum**

Unit Title: My Larger Community		Unit #: 2
Course or Grade Level: 1-2		Length of Time: November/December
Date Created: 2/15/13		BOE Approval Date:
Pacing	Chapter 1: 1 week; Chapter 2: 1 week; Chapter 3: 1week; Chapter 3: 2 weeks; Chapter 4: 2 weeks; Chapter 5: 2 weeks; Chapter 6: 1 week	
Essential Questions	<ul style="list-style-type: none"> • What language do students need in order to demonstrate comprehension and engage in the topic of the larger community? 	
Content	<ul style="list-style-type: none"> • Key vocabulary • Listening skills • Sequence • Context clues • Adjectives • Subject/Object Pronouns • Social Greetings • Directional cues • Sequencing • Modals • Graphs • Estimations • Syntax • Subject-verb agreement • Capital letters • Punctuation 	
Skills	<ul style="list-style-type: none"> • Ask for assistance • Listen attentively to the presentation of target vocabulary • Identify the relationship between simple text and personal experience • Categorize animals • Categorize objects and words • Create, complete, and read a graph • Draw and label a map • Illustrate events on a timeline • Identify and draw shapes in the environment • Identify environmental print, e.g, signs around school and the community • Identify text features • Make predictions • Respond appropriately to social and academic interactions • Use context clues • Understand story elements of different genres • Use realia to illustrate oral and written math statements • Write ingredients and directions for a recipe (with assistance) • Understand and use the steps in the writing process • Write a brief informational piece about an animal 	
Assessments	<ul style="list-style-type: none"> • Formative: Teacher Observation, Classwork, Class Discussion, Writing Task, Quizzes, Homework • Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing) 	

Interventions / differentiated instruction	<ul style="list-style-type: none"> • ELP 1: Students will use nonverbal cues to demonstrate comprehension • ELP 2: Students will use nonverbal cues, discussion, and simple writing (labeling) to demonstrate comprehension • ELP 3: Students will use discussion and basic writing (kid writing) to demonstrate understanding • ELP 4: Students will use discussion and writing to demonstrate understanding • ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension 						
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts, Social Studies and Technology 						
Lesson resources / Activities	<ul style="list-style-type: none"> • Carousel of IDEAS • Internet Resources 						
Standards							
WIDA	English Language Proficiency Standards						
ELP Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.						
ELP Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .						
ELP Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .						
Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing						
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
ELL Curriculum**

Unit Title: Living and Working Together		Unit #: 3
Course or Grade Level: 1-2		Length of Time: January/February
Date Created: 2/26/13		BOE Approval Date:
Pacing	Chapter 1: 1 week; Chapter 2: 1 week; Chapter 3: 1 week; Chapter 4: 1 week; Chapter 5: 1 week; Chapter 6: 1 week; Chapter 7: 2 weeks	
Essential Questions	<ul style="list-style-type: none"> • What language do students need in order to demonstrate comprehension and engage in the topic of living and working together? 	
Content	<ul style="list-style-type: none"> • Key vocabulary • Word problems • Graphs • Antonyms • Nutrition • Book features • Estimations • Predictions • Syntax 	
Skills	<ul style="list-style-type: none"> • Categorize objects and words/key vocabulary • Complete mathematical word problems with a group • Conduct a science experiment: (how plants grow) • Create, complete, and read a graph • Demonstrate comprehension of initials as a means to abbreviate names • Read a thermometer • Make predictions • Match antonyms • Participate in class discussions on food groups, nutrition, and healthy and unhealthy foods; share personal experience • Point out book features: cover, title, author, illustrator • Sequence events (language arts, social studies, and science) • Respond appropriately to social and academic situations • Demonstrate understanding about how signs and symbols express ideas • Use context clues to identify missing words • Use knowledge of numbers to add coins of various denominations • Use math numbers to estimate quantities • Use numbers 21-59 to count objects and record data • Write an increasing number of words and simple sentences appropriate for language arts and other content areas 	
Assessments	<ul style="list-style-type: none"> • Formative: Teacher Observation, Classwork, Class Discussion, Writing Task, Quizzes, Homework • Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing) 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • ELP 1: Students will use nonverbal cues to demonstrate comprehension • ELP 2: Students will use nonverbal cues, discussion, and simple writing (labeling) to demonstrate comprehension • ELP 3: Students will use discussion and basic writing (kid writing) to demonstrate understanding • ELP 4: Students will use discussion and writing to demonstrate comprehension • ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension 	

Inter-disciplinary Connections	<ul style="list-style-type: none"> Language Arts, Mathematics, Science, Social Studies 						
Lesson resources / Activities	<ul style="list-style-type: none"> Carousel of IDEAS Internet Resources 						
Standards							
WIDA	English Language Proficiency Standards						
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ELP Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .						
ELP Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .						
Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing						
<u>21st Century Themes</u>							
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
ELL Curriculum**

Unit Title: Our Great Big, Busy World		Unit #: 4
Course or Grade Level: 1-2		Length of Time: March/April
Date Created: 2/26/13		BOE Approval Date:
Pacing		
Essential Questions	<ul style="list-style-type: none"> • What language do students need in order to demonstrate comprehension and engage in the topic of our great big, busy world? 	
Content	<ul style="list-style-type: none"> • Key vocabulary • Adjectives • Emotions • Commands • Directions words • Social greetings and phrases • Modals • Prepositions/Prepositional phrases • Comparatives/Superlatives • Nouns as a part of speech • Plural nouns (s, es, ies) • Present tense verbs • Syntax • Question words • Why questions • Countable and uncountable nouns • Fact and opinion • Main Idea • Parts of the body • Animals and Habitats • Occupations 	
Skills	<ul style="list-style-type: none"> • Categorize objects and key vocabulary • Create a collage related to a literature selection • Create, complete, and read a graph • Differentiate between fact and opinion • Distinguish between foods that come from animals and foods that come from plants • Draw and label a picture of a clothing item from a family's native country • Draw and name body parts • Follow directions to conduct a science experiment • Identify the main idea of a story • Make predictions • Match animals with the habitat in which they live • Participate in class discussions on ease/difficulty of jobs, animal habitats, skin and eye care, and safety rules • Sequence events • Record data and conclusion of a science experiment • Respond appropriately to social and academic interactions • Use the Internet to gather information and complete a report on a famous early American presidents • Research an animal habitat and draw a mural of it • Conduct research to find facts about wild animals with a partner • Write an increasing number of words and simple sentences appropriate for language arts and other content areas 	

Assessments	<ul style="list-style-type: none"> Formative: Teacher Observation, Classwork, Class Discussion, Writing Task, Quizzes, Homework Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing) 						
Interventions / differentiated instruction	<ul style="list-style-type: none"> ELP 1: Students will use nonverbal cues to demonstrate comprehension ELP 2: Students will use nonverbal cues, discussion, and simple writing (labeling) to demonstrate comprehension ELP 3: Students will use discussion and basic writing (kid writing) to demonstrate understanding ELP 4: Students will use discussion and writing to demonstrate comprehension ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension 						
Inter-disciplinary Connections	<ul style="list-style-type: none"> Language Arts, Mathematics, Science, Social Studies, Technology 						
Lesson resources / Activities	<ul style="list-style-type: none"> Carousel of IDEAS Internet Resources 						
Standards							
WIDA	English Language Proficiency Standards						
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Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing						
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
ELL Curriculum**

Unit Title: The World Around Me		Unit #: 5
Course or Grade Level: 1-2		Length of Time: May/June
Date Created: 2/26/13		BOE Approval Date:
Pacing	Chapter 1: 1 week; Chapter 2: 1 week; Chapter 3: 1 week; Chapter 4: 2 weeks; Chapter 5: 1 week; Chapter 6: 1 week	
Essential Questions	<ul style="list-style-type: none"> • What language do students need in order to demonstrate comprehension and engage in the topic of the world around me? 	
Content	<ul style="list-style-type: none"> • Key vocabulary • Verbs • Adjectives • Compare/Contrast • Idioms • Collective nouns • Syntax • Punctuation • Comparatives • Sequencing • Future tense verbs • Early exploration • Subject-verb agreement • Vehicles • Days of the week • Months of the year • Poetry • Animals • Habitats 	
Skills	<ul style="list-style-type: none"> • Listen attentively to presentation of target vocabulary • Recognize and demonstrate comprehension of target vocabulary • Read target vocabulary and match with corresponding pictures • Listen to and answer riddles • Create a riddle • Orally ask and answer questions • Read written work aloud with some pacing, intonation, and expression • Draw a picture and write a caption in response to a poem • Relate the events of a story in sequence • Draw a picture about early exploration • Make predictions using the future tense • Describe actions using the future tense • Rewrite the ending of a story • Describing objects in space (location) • Classify objects • Recognize and understand idiomatic expressions • Respond appropriately to social and academic interactions • Use social and academic vocabulary in context • Read vocabulary phrases and sentences independently • Follow a model to independently write a short descriptive paragraph on an assigned science topic • Write using contractions • Decode and interpret the meaning of unfamiliar words in a sentence, using knowledge of English 	

	<ul style="list-style-type: none"> morphemes, phonics, and syntax Write a logical sequence of actions required to achieve a desired outcome Read a graph and answer questions using words, phrases, or simple sentences Read a nonfiction article with the class Read riddles and respond in writing to factual comprehension questions Identify syllables Answer questions about a reading using inference Compare and contrast vehicles Describe using comparatives
Assessments	<ul style="list-style-type: none"> Formative: Teacher Observation, Classwork, Class Discussion, Writing Task, Quizzes, Homework Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing)
Interventions / differentiated instruction	<ul style="list-style-type: none"> ELP 1: Students will use nonverbal cues to demonstrate comprehension ELP 2: Students will use nonverbal cues, discussion, and simple writing (labeling) to demonstrate comprehension ELP 3: Students will use discussion and basic writing (kid writing) to demonstrate understanding ELP 4: Students will use discussion and writing to demonstrate comprehension ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension
Inter-disciplinary Connections	<ul style="list-style-type: none"> Language Arts, Mathematics, Science, Social Studies
Lesson resources / Activities	<ul style="list-style-type: none"> Carousel of IDEAS Internet Resources

Standards

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Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		