

## Pine Hill Public Schools Curriculum

Content Area:	<b>ELL</b>		
Course Title/ Grade Level:	ELL Grades 3 - 5		
Unit 1:	<b>The World Around Me</b>	Month:	<b>September/ October</b>
Unit 2:	<b>My Environment</b>	Month:	<b>November/ December</b>
Unit 3:	<b>Settings &amp; Situations</b>	Month:	<b>January/ February</b>
Unit 4:	<b>On the Go</b>	Month:	<b>March/ April</b>
Unit 5:	<b>Simple Machines</b>	Month:	<b>May/ June</b>
Date Created or Revised:	March 2013		
BOE Approval Date:	March 26, 2013		

**Pine Hill Public Schools  
ELL Curriculum**

<b>Unit Title: The World Around Me</b>		<b>Unit #: 1</b>
<b>Course or Grade Level: 3-5</b>		<b>Length of Time: September/October</b>
<b>Date Created: 3-11-2013</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	Chapter 1: 1 week; Chapter 2: 1 week; Chapter 3: 1 week; Chapter 4: 2 weeks; Chapter 5: 1 week; Chapter 6: 1 week	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What language do students need in order to demonstrate comprehension and engage in the topic of everyday environment?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Vehicles</li> <li>• Days of the week</li> <li>• Common household objects</li> <li>• Weather</li> <li>• Directions</li> <li>• Feelings</li> <li>• Animals</li> <li>• Habitats</li> <li>• Signs and symbols</li> <li>• Sequencing</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Pronouns</li> <li>• Plural nouns</li> <li>• Syntax</li> <li>• Idioms</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Listen attentively to presentation of key vocabulary</li> <li>• Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication</li> <li>• Answer and create riddles</li> <li>• Write original sentences</li> <li>• Interview a family member</li> <li>• Ask and answer questions</li> <li>• Compare and contrast using comparative structures</li> <li>• Recognize and identify silent letters in words</li> <li>• Read and evaluate common consumer materials (advertisements)</li> <li>• Invent a new toy and describe it in a few sentences</li> <li>• Make predictions</li> <li>• Listen to a story and respond to comprehension, recall, and critical thinking questions</li> <li>• Read a story and respond to comprehension, recall, and critical thinking questions</li> <li>• Describe characters and setting</li> <li>• Distinguish between regular and irregular past tense verbs</li> <li>• Apply spelling rules for regular past tense verbs</li> <li>• Complete written sentences using regular and irregular verbs</li> <li>• Identify and explain idioms used in a story</li> <li>• Create a graphic organizer</li> <li>• Use reference materials to research</li> <li>• Write and present a report</li> <li>• Describe location of objects</li> </ul>	

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

**Pine Hill Public Schools  
ELL Curriculum**

<b>Unit Title:</b> My Environment		<b>Unit #: 2</b>
<b>Course or Grade Level:</b> 3-5		<b>Length of Time:</b> November/December
<b>Date Created:</b> 03-11-2013		<b>BOE Approval Date:</b>
<b>Pacing</b>	Chapter 1: 1 week; Chapter 2: 1 week; Chapter 3: 1 week; Chapter 4: 2 weeks; Chapter 5: 1 week; Chapter 6: 1 week	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What language do students need in order to demonstrate comprehension and engage in the topic of the environment?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Modes of transportation</li> <li>• Months of the year</li> <li>• Sports/Games/Toys</li> <li>• Parts of a house</li> <li>• Common household objects</li> <li>• Tools</li> <li>• Verbs: Past (with contractions), past progressive, future, irregular past</li> <li>• Adjectives</li> <li>• Syntax</li> <li>• Pronouns</li> <li>• Comparative and superlative structures</li> <li>• Prepositions</li> <li>• Modals</li> <li>• Contractions</li> <li>• Compound sentences</li> <li>• Conjunctions</li> <li>• Orthographic patterns (e.g., “dge” in badge)</li> <li>• Adverbs</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Recognize and demonstrate understanding of key vocabulary through verbal and nonverbal communication</li> <li>• Identify the order of the months of the year</li> <li>• Describe placement of months orally and in writing (e.g., March is between February and April.)</li> <li>• Write original sentences containing target vocabulary</li> <li>• Draw and/or write about a holiday, activity, or event that takes place during a specific month</li> <li>• Identify the number of days in each month</li> <li>• Compare and contrast months using comparative structures</li> <li>• Express opinions using comparative and superlative structures</li> <li>• Ask and answer questions</li> <li>• Describe what they didn't couldn't or wouldn't do during different months</li> <li>• Relate the events of a story in sequence</li> <li>• Retell a story</li> <li>• Answer comprehension, recall, and critical thinking questions related to a reading</li> <li>• Ask interview questions and record responses</li> <li>• Recognize the structure of a compound sentence</li> <li>• Describe people using compound sentences</li> <li>• Write and/or illustrate a short biography</li> <li>• Recognize orthographic patterns</li> <li>• Describe actions using adverbs</li> <li>• Identify words that adverbs modify</li> <li>• Write sentences using the past progressive tense</li> </ul>	

	<ul style="list-style-type: none"> <li>• Make predictions using the future tense</li> <li>• Recognize noun to adjective derivations ending in -ful</li> <li>• Write an original story involving tools</li> <li>• Identify and correctly use irregular past tense</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Formative: Teacher Observation, Checklist, Class Discussion, Writing Task, Quizzes, Homework</li> <li>• Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing)</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• ELP 1: Students will use nonverbal cues to demonstrate comprehension</li> <li>• ELP 2: Students will use nonverbal cues, discussion, and simple writing to demonstrate comprehension</li> <li>• ELP 3: Students will use discussion and basic writing to demonstrate understanding</li> <li>• ELP 4: Students will use discussion and writing to demonstrate comprehension</li> <li>• ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language Arts, Mathematics, Science, Social Studies</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Carousel of IDEAS</li> <li>• Internet Resources</li> </ul>

### Standards

<b>WIDA</b>	<b>English Language Proficiency Standards</b>
ELP Standard 1	English language learners communicate for <b>Social</b> and <b>Instructional</b> 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 <b>Language Arts</b> .
ELP Standard 3	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .
ELP Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Science</b> .
ELP Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .
Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing

### 21<sup>st</sup> Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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### 21<sup>st</sup> Century Skills

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

**Pine Hill Public Schools  
ELL Curriculum**

<b>Unit Title:</b> Settings and Situations		<b>Unit #:</b> 3
<b>Course or Grade Level:</b> 3-5		<b>Length of Time:</b> January/February
<b>Date Created:</b> 03-11-2013		<b>BOE Approval Date:</b>
<b>Pacing</b>	Chapter 1; 2 weeks; Chapter 2: 1 week; Chapter 3: 2 weeks; Chapter 4: 1 week; Chapter 5: 2 weeks	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What language do students need to demonstrate understanding and engage in the topic of money, time, numbers, marine animals, and geographical features?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Money</li> <li>• Time</li> <li>• Numbers: 101-1,000</li> <li>• Marine animals</li> <li>• Geographical features</li> <li>• Nouns: Reciprocal</li> <li>• Verbs: Irregular past</li> <li>• Conditional forms</li> <li>• Idioms</li> <li>• Literary Device: Alliteration</li> <li>• Verb and verb phrases in questions</li> <li>• Complex sentences</li> <li>• Reflexive pronouns</li> <li>• Prepositions</li> <li>• Syntax</li> <li>• Quantity words</li> <li>• Gerund phrases</li> <li>• Indefinite pronouns</li> <li>• Modals</li> <li>• Phrasal verbs</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Recognize and demonstrate of key vocabulary through verbal and nonverbal communication</li> <li>• Ask and answer questions</li> <li>• Demonstrate and understanding of mathematical symbols used to denote dollars and cents</li> <li>• Rewrite sentences using symbols</li> <li>• Compare and contrast cost of items</li> <li>• Write and/or present an original role play about buying and selling items</li> <li>• Create a picture of a family member spending money with a caption</li> <li>• Use the conditional form orally and in writing</li> <li>• Make and confirm predictions</li> <li>• Answer comprehension, recall, and critical thinking questions</li> <li>• Write a check</li> <li>• Identify alliteration</li> </ul>	

	<ul style="list-style-type: none"> <li>• Write an original sentence using alliteration</li> <li>• Demonstrate an understanding of and use idioms</li> <li>• Make an analog clock and show different times</li> <li>• Write a paragraph summarizing a nonfictional article</li> <li>• Edit own writing</li> <li>• Describe daily schedule using the conditional form</li> <li>• Create an appointment book showing times and activities</li> <li>• Identify and use reflexive pronouns</li> <li>• Complete a written short story using time preposition</li> <li>• Distinguish between adjectives and adverbs</li> <li>• Organize numbers in chronological order</li> <li>• Understand symbols for greater than and less than</li> <li>• Describe quantities</li> <li>• Write a fiction book report</li> <li>• Identify plot features</li> <li>• Classify geographical features</li> <li>• Read a population chart and graph and answer questions</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Formative: Teacher Observation, Checklist, Class Discussion, Writing Task, Quizzes, Homework</li> <li>• Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing)</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• ELP 1: Students will use nonverbal cues to demonstrate comprehension</li> <li>• ELP 2: Students will use nonverbal cues, discussion, and simple writing to demonstrate comprehension</li> <li>• ELP 3: Students will use discussion and basic writing to demonstrate understanding</li> <li>• ELP 4: Students will use discussion and writing to demonstrate comprehension</li> <li>• ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language Arts, Mathematics, Science, Social Studies</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Carousel of IDEAS</li> <li>• Internet Resources</li> </ul>
<b>Standards</b>	
<b>WIDA</b>	<b>English Language Proficiency Standards</b>
ELP Standard 1	English language learners communicate for <b>Social</b> and <b>Instructional</b> purposes within the school setting.
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ELP Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Science</b> .

ELP Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .						
Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing						
<b><u>21<sup>st</sup> Century Themes</u></b>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		



**Pine Hill Public Schools  
ELL Curriculum**

<b>Unit Title:</b> On the Go		<b>Unit #: 4</b>
<b>Course or Grade Level:</b> 3-5		<b>Length of Time:</b> March/April
<b>Date Created:</b> 03-11-2013		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What language do students need in order to demonstrate comprehension and engage in the topic of occupations, seasons, common American holidays, time, and animals?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Occupations</li> <li>• Seasons</li> <li>• American holidays</li> <li>• Time</li> <li>• Animals</li> <li>• Habitats</li> <li>• Active/Passive voice</li> <li>• Relative pronouns</li> <li>• Idioms</li> <li>• Verbs: Progressive perfect and future perfect tense verbs</li> <li>• Quoted speech</li> <li>• Inferences</li> <li>• Poetry</li> <li>• Tag questions</li> <li>• Writing process</li> <li>• Adjective clauses</li> <li>• Conditional perfect tense</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication</li> <li>• Describe occupations using relative pronouns</li> <li>• Ask and answer questions related to target vocabulary</li> <li>• Write original sentences using target vocabulary</li> <li>• Recognize formal language in nonfiction writing</li> <li>• Use conjunctive adverbs</li> <li>• Distinguish between active and passive voice</li> <li>• Describe actions</li> <li>• Write a story using idiomatic expressions</li> <li>• Develop a graphic organizer</li> <li>• Produce an essay using the writing process</li> <li>• Describe who, what, when, where, why and how of holidays and festivals</li> <li>• Make inferences about a poem</li> <li>• Express preferences using modals</li> <li>• Write using the progressive and future tenses</li> <li>• Write a nonfiction book report</li> <li>• Recognize and distinguish between quoted speech and reported speech</li> </ul>	

	<ul style="list-style-type: none"> <li>• Write sentences using quoted speech and reported speech</li> <li>• Write a short story based on a writing prompt</li> <li>• Calculate time differences</li> <li>• Classify animals as mammals, birds, Write an acrostic using an animal's name</li> <li>• Read a nonfiction article</li> <li>• Write a paragraph using adverb and adjective clauses</li> <li>• Write a fiction book report</li> <li>• Relate experiences of a fictional character to own life</li> <li>• Read and interpret a poem</li> <li>• Write an original poem</li> </ul>		
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Formative: Teacher Observation, Checklist, Class Discussion, Writing Task, Quizzes, Homework</li> <li>• Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing)</li> </ul>		
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• ELP 1: Students will use nonverbal cues to demonstrate comprehension</li> <li>• ELP 2: Students will use nonverbal cues, discussion, and simple writing to demonstrate comprehension</li> <li>• ELP 3: Students will use discussion and basic writing to demonstrate understanding</li> <li>• ELP 4: Students will use discussion and writing to demonstrate comprehension</li> <li>• ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension</li> </ul>		
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language Arts, Mathematics, Science, Social Studies</li> </ul>		
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Carousel of IDEAS</li> <li>• Internet Resources</li> </ul>		
<b>Standards</b>			
<b>WIDA</b>	<b>English Language Proficiency Standards</b>		
ELP Standard 1	English language learners communicate for <b>Social</b> and <b>Instructional</b> 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 <b>Language Arts</b> .		
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ELP Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Science</b> .		
ELP Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .		
Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
<b><u>21<sup>st</sup> Century Themes</u></b>			
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>			

	Creativity and Innovation	X	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**

<b>Unit Title:</b> Simple Machines		<b>Unit #:</b> 5
<b>Course or Grade Level:</b> 3-5		<b>Length of Time:</b> May/June
<b>Date Created:</b> 03-11-2013		<b>BOE Approval Date:</b>
<b>Pacing</b>	Simple Machines are Everywhere: 1 week; Types of Simple Machines: 1 week; How to Lift a Zoo Animal: 2 weeks; How to Create a Persuasive Pitch: 2 weeks	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What language do students need in order to demonstrate understanding, and engage in the topic simple machines?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Glogster interactive poster</li> <li>• Voice Thread conversations</li> <li>• Graphic organizers</li> <li>• Compare/Contrast</li> <li>• Journals/Record keeping</li> <li>• Individual writing conferences</li> <li>• Anecdotal records</li> <li>• Persuasive Writing</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identify orally and in writing the simple machines in the home.</li> <li>• Create a virtual poster showing simple machines in the real world.</li> <li>• Match names with pictures of simple machines from written description</li> <li>• Describe and/or demonstrate what simple machines do</li> <li>• Persuade others to invest in your product</li> <li>• Explain how simple machines work. Explain the 6 types of simple machines.</li> <li>• Listening &amp; Writing</li> <li>• Define and illustrate each simple machine after listening to group presentation.</li> <li>• Writing</li> <li>• Write a minimum of two paragraphs (5-6 sentences each) comparing and contrasting two simple machines of the student's choice.</li> <li>• Write a caption about school-based simple machine</li> <li>• Complete graphic organizer</li> <li>• Write a compare and contrast essay on two simple machines</li> <li>• Present their machine to the whole class the purpose of their simple machine.</li> <li>• Use teacher-created rubric to provide feedback for one another.</li> <li>• Write in daily journals</li> <li>• Respond to a speculative writing prompt about lifting a zoo animal using cause and effect and sequential transitional phrases</li> <li>• Share their writing orally</li> <li>• Identify similarities among simple machines</li> <li>• Orally and in writing convince "Sharks" to invest in their simple machine.</li> <li>• Listening</li> <li>• Evaluate their peer's presentations using a rubric</li> </ul>	

<b>Assessments</b>	<ul style="list-style-type: none"> <li>Formative: Teacher Observation, Checklist, Class Discussion, Writing Task, Quizzes, Homework</li> <li>Summative: Benchmarks, Unit Tests in all 4 language domains (speaking, listening, reading, writing)</li> </ul>						
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>ELP 1: Students will use nonverbal cues to demonstrate comprehension</li> <li>ELP 2: Students will use nonverbal cues, discussion, and simple writing to demonstrate comprehension</li> <li>ELP 3: Students will use discussion and basic writing to demonstrate understanding</li> <li>ELP 4: Students will use discussion and writing to demonstrate comprehension</li> <li>ELP 5: Students will use grade-level discussion and writing to demonstrate comprehension</li> </ul>						
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>Language Arts, Science and Technology</li> </ul>						
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li><a href="http://www.nj.gov/education/bilingual/resources/curriculum">http://www.nj.gov/education/bilingual/resources/curriculum</a></li> <li>BOE approved textbook</li> <li>Internet Resources</li> </ul>						
<b>Standards</b>							
<b>WIDA</b>	<b>English Language Proficiency Standards</b>						
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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><a href="#">21<sup>st</sup> Century Themes</a></u>							
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u><a href="#">21<sup>st</sup> Century Skills</a></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		