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OCEAN ACADEMY CHARTER SCHOOL English as a Second Language Curriculum	
Content Area: English As A Second Language	
Course Title: ESL	Grade Level: Grade 1
Unit 1- My Family & What We Need	45 days
Unit 2- All Living Things Grow and Change	45 days
Unit 3- Animals & Weather	45 days
Unit 4-The Map, Then & Now	45 days

Introduction:
The Grade 1 ESL program is a comprehension-based curriculum designed for Multilingual Learners. It follows the WIDA English Language Development (ELD) standards and supports students in building English proficiency, accessing grade-level content, and preparing to transition into the mainstream classroom. Purpose of the Program Many young learners can communicate informally in English, but they may struggle in content-area classes because they lack the academic vocabulary and language structures needed for success. This program addresses that challenge by: • Introducing students to grade-level academic English. • Providing models of standard English. • Building students' confidence through structured lessons. • Strengthening skills across all four language domains. Language Domains Students will develop competency in:

- Listening: understanding spoken English in both academic and social settings.
- Speaking: expressing ideas clearly and practicing correct structures.
- Reading: engaging with both fiction and nonfiction texts to build vocabulary and comprehension.
- Writing: producing written English appropriate for their level and gradually expanding to more complex tasks.

Instructional Approach

- Lessons are carefully structured to match students' English Language Proficiency (ELP) levels.
- Students engage with texts in multiple and meaningful ways.
- A variety of fiction and nonfiction materials are used to support both language acquisition and content understanding.
- ESL teachers select and adapt resources to ensure accessibility and growth for every learner.

Goal

The ultimate goal of the Grade 1 ESL program is to help students acquire accurate English language skills, develop academic vocabulary, and gain the confidence needed to achieve success in mainstream classrooms.

[WIDA ELD Standards](#)

Proficiency Level Descriptors

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose	sentences that convey an intended purpose with an emerging organizational pattern (one day, first, last, I think, etc.)	short texts that convey an intended purpose using basic connectors (first, and then, next)	text that conveys an intended purpose (retelling an experience) using generic (beginning, middle, end or sequencing) organizational patterns
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	patterned language with repetitive phrases and sentences (The big, hungry bear...)	few frequently used cohesive devices (repetition: The tiger... The tiger...)	some frequently used cohesive devices (simple pronouns: it, they; she, he)	some formulaic cohesive devices (pronoun referencing: my ball, her brother, they gave it to us, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/ omission: that one, so did I)	an expanding number of cohesive devices to connect larger bundles of meaning (class/ subclass: wild animals like lions, bears, tigers)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: those big fluffy white clouds)	a variety of types of elaboration (adding in a variety of adjectives)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, phrases, and chunks of language (flowers and trees)	sentence fragments (grow taller)	sentence fragments and emerging use of simple sentences (had no water so died)	simple sentences (Plants need water. They need sun.)	sentences with emerging use of clauses (Plants need water but... They need sun. Those ones died.)	simple and compound sentences (with some coordinating conjunctions: Our plants died and those ones did too.)
WORD, PHRASE	Create precise meanings through everyday, cross-disciplinary, and disciplinary language with...					
	emerging use of words and phrases with	few frequently used words and phrases	some frequently used words and phrases	a small repertoire of words and phrases	a growing repertoire of words and phrases	an expanding repertoire of words and phrases

WIDA ELD Standards Statements
English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

OCEAN ACADEMY CHARTER SCHOOL Overview	
Content Areas: Multilingual Learners	
Unit Title: Unit 1 - My Family & What We Need	Duration: 45 days
Grade Level: 1	
Introduction/Unit Focus: This unit begins with the theme of families, focusing on what makes families alike and what brings them together. Students will explore family culture, traditions, and relationships, using these ideas to share about their own families while also learning about one another. This helps build a sense of classroom community and belonging. The unit also introduces the concept of needs and wants, encouraging students to think about the difference between the two. Through discussions and activities, students will learn how people work together to meet their needs and how everyone depends on one another in daily life.	
Focus Standards (Major Standards)	
Wida: Grades K-12 THE WIDA ELD STANDARDS	Key Language Uses Multilingual Learners Will...
Standard 1: Social and Instructional Language	ELD-SI.K-3.Narrate • Ask questions to learn more about what others share • Use pictures and visuals to help tell and connect stories • Share personal experiences and stories

	about themselves and others ELD-SI.K-3.Inform - Organize, explain, and summarize information - Name, define, and group objects or ideas - Describe features, patterns, or behaviors ELD-SI.K-3.Explain - Share beginning ideas and thoughts with classmates ELD-SI.K-3.Argue - Give reasons to support their own opinions - Ask questions about others' ideas and opinions
Standard 2: Language for Language Arts	ELD-LA.1.Narrate.Interpretive - Notice words and phrases that show feelings or describe the senses - Recognize how characters' traits and actions affect events - Understand stories (with support) by finding the main idea and important details ELD-LA.1.Narrate.Expressive - Develop events in a sequence to tell a complete story - Create their own stories by introducing the characters and setting ELD-LA.1.Inform.Interpretive - Identify key details and the main idea or topic in informational texts ELD-LA.1.Inform.Expressive - Give clear definitions and name the topic when sharing informational texts
Standard 3: Language for Mathematics	ELD-MA.1.Inform.Interpretive - Describe the features and characteristics of concepts or objects - Identify concepts or objects in math texts ELD-MA.1.Inform.Expressive - Describe math concepts or objects in detail - Write or share about math ideas by naming, defining, or classifying them
Standard 4: Language for Science	ELD-SC.1.Inform.Interpretive Identify the main topic in science texts ELD-SC.1.Inform.Expressive

	- Summarize observations or factual information - Share science ideas by introducing a topic or object
Standard 5: Language for Social Studies	ELD.SS.1.Inform.Interpretive - Define and describe important attributes, qualities, or characteristics - Identify the main topic connected to guiding questions in social studies texts ELD.SS.1.Inform.Expressive - Provide details and information about social studies concepts - Introduce the topic and question when sharing social studies ideas
New Jersey Student Learning Standards: Disciplinary Concepts for the Unit: Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. Standard 8.1 Computer Science Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems. Standard 8.2 Design Thinking Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.	

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

Primary Interdisciplinary Connections:

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

New Jersey Student Learning Standards: 9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation

Career Readiness, Life Literacies, and Key Skills NJSLS (June 2020)

Career Readiness, Life Literacies, and Key Skills Practices

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
There's a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.	9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
External factors can influence the items that an individual wants or needs.	9.1.2.FP.2: Differentiate between financial wants and needs.
Money comes in different values, forms and uses.	9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
Individuals from different cultures may have different points of view and experiences.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

New Jersey Student Learning Standards: Computer Science and Design Thinking

Individuals collect, use, and display data about individuals and the world around them.	8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.	8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
Human needs and desires determine which new tools are developed.	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

New Jersey Student Learning Standards: Climate Change Mandate

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
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Individuals collect, use, and display data about individuals and the world around them.	8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.	K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.	K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Evidence of Student Learning

Performance Tasks/Use of Technology: • Students will view building background video for unit. • Brainpop Friends - another type of "family" - (we are all connected) • Visual of a family tree • We are a family under one sky song - The World Is Our Family • Family Memory Game • Brainpop Jr. - Wants and Needs • Brainpop Jr. - Goods and Services	Other Assessments Formative • Performance/skill demonstration • Student reflection • Do Now • Exit Slips • Observation • Homework/Classwork • Journals • Quizzes • Discussion/Participation Summative • Reading Unit Test • Key Words Unit Test • Grammar Unit Test • Diagnostic Assessment • Have student retell progress • Teachers observations • SGO Assessment Benchmark • SGO Assessment • State Standardized Assessments (WIDA) • ACCESS Alternative • Ongoing assessment of skills • Anecdotal notes of skills and competencies for each student • Unit Project- School • Unit Portfolio
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Knowledge and Skills

Enduring Understandings:	Learning Targets:
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<i>Students will know...</i> • Families share similarities and differences that make each one unique. • Families and communities provide support, care, and belonging. • People have both needs and wants, and understanding the difference helps us make good choices. • Meeting needs often requires cooperation and working together. • Communities depend on relationships and teamwork to help everyone.	<i>Students will be able to..</i> <u>Speaking and Listening</u> • Speak clearly and at an appropriate pace. • Use gestures, facial expressions, and body language to support meaning. • Participate in discussions by asking and answering questions. • Describe and share information using simple language. • Create mental and visual images to support understanding. • Use and reuse familiar language patterns in conversation. <u>Phonics and Early Literacy</u> • Identify letters and the sounds they represent. • Differentiate between uppercase and lowercase letters. • Apply phonics knowledge when reading and writing words. <u>Grammar</u> • Recognize and use nouns. • Differentiate between singular and plural nouns. <u>Reading</u> • Use illustrations to support comprehension. • Recognize and apply familiar language patterns in texts. • Demonstrate understanding of basic concepts of print (direction, spacing, punctuation). <u>Writing</u> • Identify and write their own name. • Illustrate and label pictures. • Create captions for pictures. • Write simple sentences using vocabulary, phonics, and grammar skills learned.
Essential Questions:	
• What makes families alike and what	

makes them different? • How do families show they care for one another? • What is the difference between a need and a want? • Why is it important to work together in a family or community? • How do people help each other get the things they need?	
Suggested Activities	Resources
• Review of the importance of family • Review the uniqueness of individuals and families • Engage in informal and academic discussions • Review of reading skills to demonstrate comprehension and deeper thinking • Review the techniques of a good writer • Review grammatical structures and applications • Review phonological awareness and applications • Review the importance of goods and services • Review the difference between needs and wants	• National Geographic Reach program • Rosetta Stone • Learning A-Z • Supplemental Materials • Brainpop • Raz-kids • Interactive whiteboard • Chromebooks • Starfall • Google translate • FUNdations materials • Trade books • Fiction and nonfiction stories • Big Books • TPR • Realia • Extended time • Peer buddies/Bilingual buddies • Brain breaks • Graphic organizers • Fiction and NonFiction stories • Songs and Chants • GoNoodle
Suggested Options for Differentiation	
Accommodations and Modifications: Multilingual Learners: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA https://wida.wisc.edu/teach/can-do/descriptors. • Bi-lingual buddies • Build Background knowledge/Vocabulary • Calendars • Charts • Chunking Information • Color coding	

- Flashcards
- Flexible Grouping
- Google translate
- Graphic Organizers
- Graphs
- Manipulatives
- Mind maps
- Mnemonics
- Multi-Sensory Instruction
- Peer Buddies
- Pictures
- Pre-teach vocabulary
- Root words
- Scaffolded Questioning
- Small Group Instruction
- Timelines
- Visualization
- Visuals:
- Word Banks
- Word Walls

Special Education

Support staff will be available to aid students related to IEP specifications. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Adjust the pace of lessons
- Allow tests to be taken in a separate room
- Checklist for steps in problems
- Conversation frames
- Flexible Grouping
- Give directions/instructions verbally and in a simple written format.
- Graphic Organizers
- Keep workspaces clear of unrelated materials
- Maintain adequate space between desks
- Modeling
- Multi-Sensory Instruction
- Pre-teaching vocabulary
- Provide extra time to complete assignments.
- Provide peer support for the presentation
- Sentence starters
- Shorten assignments to focus on mastery of key concepts
- Simplified directions
- Technology Integration
- Tiered Activities
- Translation applications
- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.
- Utilize modifications & accommodations delineated in the student's IEP
- Visual Cues/Models
- Visuals

- Word Banks
- Work with a partner
- Work with paraprofessional
- Writing frames
- Yes/No questions (LEP 1 & 2)

Students with 504 Plans

All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Flexible Grouping
- Graphic Organizers
- Multi-Sensory Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Gifted and Talented

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

- Adjusting the pace of lessons
- Curriculum Compacting
- Flexible Grouping
- Graphic Organizers
- Higher-order thinking skills
- Independent study
- Inquiry-based instruction
- Interest-based content
- Multi-Sensory Instruction
- Real-world scenarios
- Student Driven Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Students at Risk of School Failure

Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Adjust for personal space or other behaviors as needed
- Brain Breaks
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Give directions/instructions verbally
- Gradual Release Model
- Graphic Organizers
- Increase one on one time
- Instructions may be printed in large print and hung up for the student to see during the lesson.
- Manipulatives

- Modified Assignments
- Multi-Sensory Instruction
- Oral prompts can be given
- Peer Buddies
- Peer Support
- Preferential Seating
- Review behavior expectations
- Scaffolded Questioning
- Small Group Instruction
- Teachers may modify instructions by modeling what the student is expected to do
- Technology Integration
- Tiered Activities
- Using visual demonstrations, illustrations, and models
- Visual Cues/Models
- Word Bank

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provide students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Big Books
- Classroom library resources
- FUNdations Materials
- Geodes
- High Frequency Word Books
- Language Song Books
- Practice Master
- Read Together Books
- Talk Together Books
- Teamwork Activities
- Vocabulary Builder Manipulatives

Teacher Notes:

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OCEAN ACADEMY CHARTER SCHOOL Overview	
Content Area: Multilingual Learners	
Unit Title: Unit 2: All Living Things Grow and Change	Duration: 45 days
Grade Level: 1	
Introduction/Unit Focus: In this unit, Grade 1 Multilingual Learners (MLs) will explore the essential question: What makes something alive? Students will begin by learning how to identify living and non-living things through observation, comparison, and discussion. They will discover that living things have specific needs such as air, water, food, and shelter that help them grow, survive, and thrive. Next, students will investigate the role of the sun in supporting life on Earth. They will observe how daylight changes during the seasons and how these changes affect the behaviors and growth of plants and animals. Through visuals, stories, and hands-on activities, students will build an understanding of how the sun provides energy and how it influences daily and seasonal patterns in nature. The unit also introduces the life cycles of animals, guiding students to observe and describe how living things grow and change over time. Students will explore the stages of life from birth to adulthood and learn that all living things follow a pattern of growth. They will compare baby animals with their adult forms and recognize the physical and behavioral changes that occur as animals develop. Language development is at the heart of this unit. Students will build vocabulary related to science, ask and answer questions, describe processes, and share their ideas using visuals, speaking activities, and simple writing tasks. Learning will be supported through songs, real-life images, read-alouds, and interactive experiences. By the end of the unit, students will have a deeper understanding of what living things need, how the sun supports life, and how all living things grow and change over time in predictable ways.	
Focus Standards (Major Standards)	
Wida: Grades K-12 THE WIDA ELD STANDARDS	Key Language Uses Multilingual Learners Will...
Standard 1: Social and Instructional Language	ELD-SI.K-3.Narrate • Connect stories with images and representations to add meaning • Recount and restate ideas • Discuss how stories might end or next

	steps ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes ELD-SI.K-3.Explain • Follow and describe cycles in diagrams, steps in procedures, or cause and effects • Compare and contrast objects or concepts ELD-SI.K-3.Argue • Clarify and elaborate ideas based on feedback
Standard 2: Language for Language Arts	ELD-LA.1.Narrate.Expressive Construct language arts narratives that • Develop story events • Engage and adjust for audience ELD-LA.1.Inform.Interpretive Interpret informational texts in language arts by • Asking and answering questions about descriptions of attributes and characteristics ELD-LA.1.Inform.Expressive Construct informational texts in language arts that • Describe attributes and characteristics with facts, definitions, and relevant details
Standard 3: Language for Mathematics	ELD-MA.1.Inform.Interpretive Interpret mathematical informational texts by • Describing attributes and characteristics ELD-MA.1.Inform.Expressive Construct mathematical informational texts that • Compare/contrast concepts or entities
Standard 4: Language for Science	ELD-SC.1.Inform.Interpretive Interpret scientific informational texts by • Defining or classifying concept or entity ELD-SC.1.Inform.Expressive Construct scientific informational texts

	that • Define, describe, and classify concept, topic, or entity ELD-SC.1.Explain.Interpretive • Defining investigable questions or simple design problems based on observations and data about a phenomenon • Identifying information from observations (that supports particular points in explanations) ELD-SC.1.Explain.Expressive • Describe observations and/or data about a phenomenon
Standard 5: Language for Social Studies	ELD-SS.1.Argue.Interpretive Interpret social studies arguments by • Identifying topic

New Jersey Student Learning Standards: Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary

school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

2. The instruction shall:

(1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;

(2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and

(3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

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Primary Interdisciplinary Connections:

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

New Jersey Student Learning Standards: 9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation

Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

Career Readiness, Life Literacies, and Key Skills Practices

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

New Jersey Student Learning Standards: Computer Science and Design Thinking

The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals.	8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.	8.2.2.ETW.3: Describe or model the system used for recycling technology.

New Jersey Student Learning Standards: Climate Change Mandate

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and	K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

grow.	
Plants and animals can change their environment	K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
Evidence of Student Learning	
Performance Tasks/Use of Technology: - Students will view building background video for unit - Here Comes the Sun video - Brainpop Jr. - The Solar System - Brainpop Jr. - Seasons - Living Things Video - Cardinal and ordinal numbers game - Life cycle of a butterfly video - The Very Hungry Caterpillar Video - Brainpop Jr. - Frog life cycle - Chicken life cycle - a first grade science lab	Other Assessments Formative - Performance/skill demonstration - Student reflection - Do Now - Exit Slips - Observation - Homework/Classwork - Journals - Quizzes - Discussion/Participation Summative - Reading Unit Test - Key Words Unit Test - Grammar Unit Test - Diagnostic Assessment - Have student retell progress - Teachers observations - SGO Assessment - Benchmark - SGO Assessment - State Standardized Assessments (WIDA) - ACCESS Alternative - Ongoing assessment of skills - Anecdotal notes of skills and competencies for each student - Unit Project- Living Things - Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Learning Targets:
<i>Students will know...</i> - Living things grow, change, and go through life cycles. - All living things have basic needs, such as	<i>Students will be able to...</i> <u>Speaking and Listening</u> Students will be able to describe people,

food, water, air, and shelter, to stay alive.

- The sun plays an important role in helping plants and animals live and grow.
- Changes in sunlight and seasons affect how living things behave and grow.
- Living things are different from non-living things because they can grow, move, and need certain things to survive.
- We can use numbers and ordinal words (first, next, last) to describe the order of events in life cycles.
- Animals grow from babies into adults, and their life stages follow a pattern.
- Many events happen in a living thing's life, such as being born, growing, changing, and aging.

animals, and objects using complete, clear sentences.

- Students will be able to ask and answer questions to share ideas and gain information about living and non-living things.
- Students will be able to participate in small-group and whole-class discussions by listening respectfully and responding appropriately.
- Students will be able to speak clearly and at a pace others can understand.
- Students will be able to use gestures, body language, and facial expressions to help convey meaning when speaking.
- Students will be able to use familiar language patterns and vocabulary repeatedly to build fluency and confidence.
- Students will be able to support their spoken ideas with drawings, diagrams, or other visual representations.

Phonics and Phonemic Awareness

- Students will be able to recognize and name all uppercase and lowercase letters of the alphabet.
- Students will be able to identify and produce the sounds that each letter makes.
- Students will begin blending and segmenting sounds to read and write simple words related to the unit.

Grammar and Language Structure

- Students will be able to identify nouns as words that name people, animals, places, and things.
- Students will be able to use singular and plural forms of nouns correctly in speaking and writing.
- Students will be able to build and say simple sentences using correct grammar and vocabulary from the unit.

Reading Skills

- Students will be able to use pictures and illustrations to understand and explain the meaning of a text.
- Students will be able to recognize

	repeated sentence patterns and vocabulary in simple texts. - Students will be able to apply basic print concepts, including reading from left to right, top to bottom, and understanding that print carries meaning. <u>Writing Skills</u> - Students will be able to identify and write their first and last name using correct letter formation and capitalization. - Students will be able to draw and label pictures that show understanding of unit topics (e.g., life cycles, seasons, animals). - Students will be able to write captions or short descriptions for pictures using unit vocabulary and sentence frames. - Students will be able to create simple, complete sentences using vocabulary, phonics skills, and grammar learned during the unit.
Essential Questions:	
- What makes something a living thing? - How are living things different from non-living things? - What do living things need to grow and survive? - How does the sun help plants and animals live? - What changes happen to animals as they grow? - How do the seasons and sunlight affect living things?	
Suggested Activities	Resources
- Review of what it means to be alive - How to engage in informal and academic discussions - Review of Reading skills to demonstrate comprehension and deeper thinking - Review of the techniques of a good writer - Phonological awareness and applications - Use informational text to Create a Life Cycle Diagram. - Compare and contrast baby and adult animals	- National Geographic Reach program - Rosetta Stone - Learning A-Z - Supplemental Materials - Brainpop - Raz-kids - Interactive whiteboard - Chromebooks - Starfall - Google translate - FUNdations materials - Trade books

- Create a diagram to show how you have changed from birth until now.
- Engage in informal and academic discussions
- Review grammatical structures and applications

- Fiction and nonfiction stories
- Big Books
- TPR
- Realia
- Extended time
- Peer buddies/Bilingual buddies
- Brain breaks
- Graphic organizers
- Fiction and NonFiction stories
- Songs and Chants
- GoNoodle

Suggested Options for Differentiation

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ML students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA

<https://wida.wisc.edu/teach/can-do/descriptors>.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. With consideration to UDL, time may be a factor in overcoming developmental concerns. More time will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high-level challenges related to the complexity of planning and carrying out investigations and analyzing and interpreting data.

Multilingual Learners:

Students will be supported according to the recommendations for “can do’s” as outlined by WIDA

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- Bi-lingual buddies
- Build Background knowledge/Vocabulary
- Calendars
- Charts
- Chunking Information
- Color coding
- Flashcards
- Flexible Grouping
- Google translate
- Graphic Organizers
- Graphs
- Manipulatives
- Mind maps
- Mnemonics
- Multi-Sensory Instruction

- Peer Buddies
- Pictures
- Pre-teach vocabulary
- Root words
- Scaffolded Questioning
- Small Group Instruction
- Timelines
- Visualization
- Visuals:
- Word Banks
- Word Walls

Special Education

Support staff will be available to aid students related to IEP specifications. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Adjust the pace of lessons
- Allow tests to be taken in a separate room
- Checklist for steps in problems
- Conversation frames
- Flexible Grouping
- Give directions/instructions verbally and in a simple written format.
- Graphic Organizers
- Keep workspaces clear of unrelated materials
- Maintain adequate space between desks
- Modeling
- Multi-Sensory Instruction
- Pre-teaching vocabulary
- Provide extra time to complete assignments.
- Provide peer support for the presentation
- Sentence starters
- Shorten assignments to focus on mastery of key concepts
- Simplified directions
- Technology Integration
- Tiered Activities
- Translation applications
- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.
- Utilize modifications & accommodations delineated in the student's IEP
- Visual Cues/Models
- Visuals
- Word Banks
- Work with a partner
- Work with paraprofessional
- Writing frames
- Yes/No questions (LEP 1 & 2)

Students with 504 Plans

All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Flexible Grouping
- Graphic Organizers
- Multi-Sensory Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Gifted and Talented

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

- Adjusting the pace of lessons
- Curriculum Compacting
- Flexible Grouping
- Graphic Organizers
- Higher-order thinking skills
- Independent study
- Inquiry-based instruction
- Interest-based content
- Multi-Sensory Instruction
- Real-world scenarios
- Student Driven Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

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Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Adjust for personal space or other behaviors as needed
- Brain Breaks
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Give directions/instructions verbally
- Gradual Release Model
- Graphic Organizers
- Increase one on one time
- Instructions may be printed in large print and hung up for the student to see during the lesson.
- Manipulatives
- Modified Assignments
- Multi-Sensory Instruction
- Oral prompts can be given
- Peer Buddies
- Peer Support
- Preferential Seating
- Review behavior expectations
- Scaffolded Questioning
- Small Group Instruction
- Teachers may modify instructions by modeling what the student is expected to do

- Technology Integration
- Tiered Activities
- Using visual demonstrations, illustrations, and models
- Visual Cues/Models
- Word Bank

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Big Books
- Classroom library resources
- FUNdations Materials
- High Frequency Word Books
- Language Song Books
- Practice Master
- Read Together Books
- Talk Together Books
- Teamwork Activities
- Vocabulary Builder Manipulatives

Teacher Notes:

OCEAN ACADEMY CHARTER SCHOOL Overview	
Content Area: Multilingual Learners	
Unit Title: Unit 3: Animals & Weather	Duration: 45 days

Grade Level: First	
Introduction/Unit Focus: In this unit, Grade 1 Multilingual Learners (MLs) will explore the diversity of life in the world around them. Students will begin by learning how animals can be both similar and different. They will study the external features of animals, such as body coverings (fur, feathers, scales), body parts (legs, wings, tails), and how these features help animals live in their environments. The unit also focuses on how animals move: running, flying, swimming, crawling and how these movements are related to their physical traits. Students will then compare these movements to their own, discovering similarities and differences between how animals and people move. These comparisons will help students build observation and descriptive language skills while developing a greater awareness of living things. In addition, students will explore different types of weather, such as sunny, rainy, snowy, windy, and cloudy conditions. They will learn how weather changes from day to day and across seasons, and how it affects the way people and animals live. Through stories, discussions, and visual materials, students will also consider how weather impacts animal habitats and the choices humans make, such as how to dress or where to live. Language development is embedded throughout the unit. Students will build vocabulary related to animals, movement, and weather; ask and answer questions; describe what they observe; and express their ideas through drawing, writing, and speaking. Activities will include read-alouds, songs, interactive visuals, and hands-on learning experiences to support comprehension and engagement. By the end of the unit, students will have a better understanding of the diversity of animals and people, how we move, and how weather connects and affects all living things.	
Focus Standards (Major Standards)	
Wida: Grades K-12 THE WIDA ELD STANDARDS	Key Language Uses Multilingual Learners Will...
Standard 1: Social and Instructional Language	ELD-SI.K-3.Narrate • Connect stories with images and representations to add meaning • Recount and restate ideas ELD-SI.K-3.Inform • Describe characteristics, patterns, or behavior • Describe parts and wholes ELD-SI.K-3.Explain • Compare and contrast objects or concepts • Offer ideas and suggestions ELD-SI.K-3.Argue • Clarify and elaborate ideas based on feedback • Defend change in one's own thinking • Revise one's own opinions based on new

	information
Standard 2: Language for Language Arts	ELD-LA.1.Narrate.Interpretive Interpret language arts narratives by - Identifying a central message from key details ELD-LA.1.Narrate.Expressive Construct language arts narratives that - Develop story events - Engage and adjust for audience ELD-LA.1.Inform.Interpretive Interpret informational texts in language arts by - Asking and answering questions about descriptions of attributes and characteristics - Identifying word choices in relation to topic or content area ELD-LA.1.Inform.Expressive Construct informational texts in language arts that - Describe attributes and characteristics with facts, definitions, and relevant details
Standard 3: Language for Mathematics	ELD-MA.1.Inform.Interpretive Interpret mathematical informational texts by - Describing attributes and characteristics ELD-MA.1.Inform.Expressive Construct mathematical informational texts that - Compare/contrast concepts or entities
Standard 4: Language for Science	ELD-SC.1.Inform.Interpretive Interpret scientific informational texts by - Defining or classifying concept or entity ELD-SC.1.Inform.Expressive Construct scientific informational texts that - Define, describe, and classify concept, topic, or entity ELD-SC.1.Explain.Interpretive Interpret scientific explanations by - Analyzing several events and observations to help explain how or why a phenomenon occurs

	ELD-SC.1.Explain.Expressive - Describe observations and/or data about a phenomenon - Relate how a series of events causes something to happen
Standard 5: Language for Social Studies	ELD-SS.1.Argue.Interpretive Interpret social studies arguments by - Analyzing evidence gathered from source - Evaluating source based on distinctions between fact and opinion

New Jersey Student Learning Standards: Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A:52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards

(N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections:

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

New Jersey Student Learning Standards: 9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation

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This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Young people can have a positive impact on the natural world in the fight against climate change.	9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

New Jersey Student Learning Standards: Computer Science and Design Thinking

<i>Data can be used to make predictions about the world</i>	<i>8.1.2.DA.3: Identify and describe patterns in data visualizations. 8.1.2.DA.4: Make predictions based on data using charts or graphs.</i>
<i>Various tools can improve daily tasks and quality of life.</i>	<i>8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.</i>

New Jersey Student Learning Standards: Climate Change Mandate

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Individuals collect, use, and display data about individuals and the world around them.	8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.	K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.

Environmental characteristics influence the how and where people live	6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
Evidence of Student Learning	
Performance Tasks/Use of Technology: - Students will view building background video for this unit. - Animal movement video - Can you move like the animals? Animal movement vocabulary video. - Swim, Fly, Jump, Run - movement quiz game - Head, shoulders, knees and toes song - Weather background video - Weather related words in animated flash cards	Other Assessments Formative - Performance/skill demonstration - Student reflection - Do Now - Exit Slips - Observation - Homework/Classwork - Journals - Quizzes - Discussion/Participation Summative - Reading Unit Test - Key Words Unit Test - Grammar Unit Test - Diagnostic Assessment - Have student retell progress - Teachers observations - SGO Assessment Benchmark - SGO Assessment - State Standardized Assessments (WIDA) - ACCESS Alternative - Ongoing assessment of skills - Anecdotal notes of skills and competencies for each student - Unit Project- Animals - Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Learning Targets:
<i>Students will know...</i> - Animals have external features that help them move and survive in their environments. - Animals can be alike in some ways and different in others, including how they look, move, and behave.	<i>Students will be able to...</i> Speaking and Listening - Students will be able to describe animals, weather, and people using complete and clear sentences. - Students will be able to ask and answer

- Animal body parts may be similar to or different from human body parts, depending on their function and needs.
- Some animals hibernate or make other changes to survive seasonal weather conditions.
- Animals have physical and behavioral adaptations that help them grow, survive, and live in different habitats.
- There are different types of weather, and weather patterns can change daily and seasonally.
- Weather affects how people dress, what they do, and how both people and animals live in their environments.

simple questions to share ideas and gain information about animals and weather.

- Students will be able to actively participate in class discussions by listening carefully and taking turns to speak.
- Students will be able to speak at an appropriate pace and volume for their audience.
- Students will be able to use gestures, facial expressions, and body movement to help express meaning when speaking.
- Students will be able to use familiar sentence patterns and high-frequency vocabulary to build fluency.
- Students will be able to support oral communication with visual representations such as drawings, diagrams, and charts.

Phonics and Phonemic Awareness

- Students will be able to recognize and name all uppercase and lowercase letters.
- Students will be able to identify and produce the beginning, middle, and ending sounds in spoken words.
- Students will begin blending and segmenting simple CVC (consonant-vowel-consonant) words related to the unit (e.g., cat, sun, dog).
- Students will be able to match spoken sounds to the correct letters when reading and writing.

Grammar and Language Use

- Students will be able to identify nouns as names of people, animals, places, and things.
- Students will be able to correctly use singular and plural nouns when speaking and writing about animals and weather.
- Students will be able to construct simple, grammatically correct sentences using vocabulary and sentence structures introduced in the unit.

Reading Skills

- Students will be able to use illustrations and photographs to support understanding of simple texts.
- Students will be able to recognize and read familiar language patterns in stories,

	informational books, and songs. - Students will demonstrate understanding of concepts of print, including reading from left to right, top to bottom, and identifying the title and author. <u>Writing Skills</u> - Students will be able to identify and correctly write their first and last name using capital and lowercase letters. - Students will be able to draw and label pictures that show understanding of unit concepts (e.g., animal body parts, types of weather). - Students will be able to write short captions and descriptions using words and phrases from the unit vocabulary. - Students will be able to write simple sentences that include correct spelling of unit-related vocabulary, apply letter-sound knowledge, and demonstrate basic grammar skills.
Essential Questions:	
- How are animals alike and different? - How do animals move, and what helps them move in different ways? - How are animal body parts similar to or different from human body parts? - What are the different types of weather we experience? - How does weather affect people, animals, and where they live? - How do animals change or adapt when the seasons or weather change?	
Suggested Activities	Resources
- Use informational text to Create Venn Diagram to analyze differences between animal bodies and human bodies. - Compare and contrast two different animals - Review the diversity of creatures found in our world - Engage in informal and academic discussions - Review reading skills to demonstrate comprehension and deeper thinking - Review grammatical structures and applications - Review phonological awareness and applications	- National Geographic Reach program - Rosetta Stone - Learning A-Z - Supplemental Materials - Brainpop - Raz-kids - Interactive whiteboard - Chromebooks - Starfall - Google translate - FUNDations materials - Trade books - Fiction and nonfiction stories - Big Books - TPR - Realia

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- Give directions/instructions verbally
- Gradual Release Model
- Graphic Organizers
- Increase one on one time
- Instructions may be printed in large print and hung up for the student to see during the lesson.
- Manipulatives
- Modified Assignments
- Multi-Sensory Instruction
- Oral prompts can be given
- Peer Buddies
- Peer Support
- Preferential Seating
- Review behavior expectations
- Scaffolded Questioning
- Small Group Instruction
- Teachers may modify instructions by modeling what the student is expected to do
- Technology Integration
- Tiered Activities
- Using visual demonstrations, illustrations, and models
- Visual Cues/Models
- Word Bank

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need

- more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Big Books
- Classroom library resources
- FUNdations Materials
- High Frequency Word Books
- Language Song Books
- Practice Master
- Read Together Books
- Talk Together Books
- Teamwork Activities
- Vocabulary Builder Manipulatives

Teacher Notes:

OCEAN ACADEMY CHARTER SCHOOL

Overview

Content Area: Multilingual Learners

Unit Title: Unit 4: The Map, Then & Now

Duration: 45 days

Grade Level: First

Introduction/Unit Focus:

In this unit, Grade 1 Multilingual Learners (MLs) will develop a foundational understanding of how we locate ourselves in the world, how things change over time, and what important symbols tell us about our country and its history.

Students will begin by learning basic map skills, including how to read and use simple maps to find places and understand direction. They will explore tools such as globes, map keys, and cardinal directions (north, south, east, west), helping them describe where they are and how to navigate familiar environments.

The unit then moves into the concept of time and change, focusing on understanding the past, present, and future. Students will explore how life has changed over time by comparing inventions and technologies from long ago to those we use today. They will begin to think about how people, communities, and the world continue to change while some things stay the same.

Students will also learn about important U.S. symbols such as the American flag, the bald eagle, and the Statue of Liberty and explore their meanings and historical significance. These symbols help students build early civic awareness and develop pride in their community and country.

Throughout the unit, language development is supported through activities that include describing, comparing, sequencing, labeling, and asking and answering questions. Lessons will incorporate

visuals, real-world objects, stories, and collaborative learning to support vocabulary acquisition and content understanding.

By the end of the unit, students will understand how to use simple maps, recognize how life has changed over time, and identify key symbols that represent the United States and its history.

Focus Standards (Major Standards)

Wida: Grades K-12 THE WIDA ELD STANDARDS	Key Language Uses Multilingual Learners Will...
Standard 1: Social and Instructional Language	ELD-SI.K-3.Narrate • Recount and restate ideas • Discuss how stories might end or next steps ELD-SI.K-3.Inform • Describe characteristics, patterns, or behavior ELD-SI.K-3.Explain • Compare and contrast objects or concepts ELD-SI.K-3.Argue • Clarify and elaborate ideas based on feedback • Revise one's own opinions based on new information
Standard 2: Language for Language Arts	ELD-LA.1.Narrate.Expressive Construct language arts narratives that • Develop story events • Engage and adjust for audience ELD-LA.1.Inform.Interpretive Interpret informational texts in language arts by • Asking and answering questions about descriptions of attributes and characteristics • Identifying word choices in relation to topic or content area ELD-LA.1.Inform.Expressive Construct informational texts in language arts that • Describe attributes and characteristics with facts, definitions, and relevant details
Standard 3: Language for Mathematics	ELD-MA.1.Inform.Interpretive Interpret mathematical informational texts by

	- Describing attributes and characteristics ELD-MA.1.Inform.Expressive Construct mathematical informational texts that - Compare/contrast concepts or entities
Standard 4: Language for Science	ELD-SC.1.Inform.Expressive Construct scientific informational texts that - Define, describe, and classify concept, topic, or entity ELD-SC.1.Explain.Interpretive - Defining investigable questions or simple design problems based on observations and data about a phenomenon
Standard 5: Language for Social Studies	ELD-SS.1.Inform.Interpretive Interpret informational texts in social studies by - Determining topic associated with compelling or supporting questions - Defining and classifying attributes, characteristics, and qualities in relevant information ELD-SS.1.Inform.Expressive Construct informational texts in social studies that - Introduce topic associated with compelling or supporting questions - Provide details about disciplinary ideas ELD-SS.1.Argue.Expressive Construct social studies arguments that - Select relevant information to support claim with evidence - Show relationship between claim, evidence and reasoning
New Jersey Student Learning Standards: Disciplinary Concepts for the Unit: Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial,

economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections:

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

New Jersey Student Learning Standards: 9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation

[Career Readiness, Life Literacies, and Key Skills NJSLs \(June 2020\)](#)

Career Readiness, Life Literacies, and Key Skills Practices

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Core Ideas

Individuals from different cultures may have different points of view and experiences.

Performance Expectations (Identified with Standard Number and statement)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and

	comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.	9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGl.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
New Jersey Student Learning Standards: Computer Science and Design Thinking	
<i>Technology has changed the way people live and work.</i>	• 8.2.2.ITH.3: Identify how technology impacts or improves life.
<i>Innovation and the improvement of existing technology involves creative thinking.</i>	8.2.2.NT.1: Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.	9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGl.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
Evidence of Student Learning	
Performance Tasks/Use of Technology: - Students will view building background video for this unit. - Brainpop Jr. - U.S. Symbols - Long Ago and Now - 1st grade social studies video - History of the US Flag - US Symbols match game - Why are there stripes on our flag? - Google Earth	Other Assessments Formative - Performance/skill demonstration - Student reflection - Do Now - Exit Slips - Observation - Homework/Classwork - Journals - Quizzes - Discussion/Participation Summative - Reading Unit Test - Key Words Unit Test - Grammar Unit Test - Diagnostic Assessment - Have student retell progress - Teachers observations - SGO Assessment Benchmark - SGO Assessment

	• State Standardized Assessments (WIDA) • ACCESS Alternative • Ongoing assessment of skills • Anecdotal notes of skills and competencies for each student • Unit Project- School • Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Learning Targets:
<i>Students will know...</i> • Maps and globes are tools that help us find places and understand our world. • A map key and compass rose provide important information to help read and use maps correctly. • Physical features of an area influence what people do and how they live. • People and the world around us change over time, but some things stay the same. • Understanding the past helps us appreciate how inventions and technologies have shaped our lives today. • Both continuity (things that stay the same) and change are important in our history and daily lives. • U.S. symbols, like the flag, represent important ideas and events in our country's history. • The American flag is a symbol of our country, and the Pledge of Allegiance expresses respect and loyalty.	<i>Students will be able to..</i> <u>Speaking and Listening</u> • Students will be able to describe people, places, and ideas using complete and clear sentences. • Students will be able to ask and answer questions to gain and share information about maps, the past, and national symbols. • Students will be able to actively participate in classroom discussions by listening respectfully and taking turns to speak. • Students will be able to speak clearly and at an appropriate pace for the listener to understand. • Students will be able to use facial expressions, hand gestures, and visuals to help communicate their ideas. • Students will be able to use familiar sentence patterns and vocabulary repeatedly to build oral fluency. • Students will be able to support oral responses with visual representations such as drawings, maps, or labeled images. <u>Phonics and Phonemic Awareness</u> • Students will be able to recognize and name uppercase and lowercase letters. • Students will be able to identify and produce the sounds associated with each letter. • Students will begin to blend and segment sounds to read and write simple words related to the unit (e.g., map, flag, sun, past).

	<u>Grammar and Language Structure</u> • Students will be able to identify and use nouns when naming people, places, and things (e.g., globe, symbol, school). • Students will be able to distinguish between singular and plural nouns (e.g., flag/flags, map/maps). • Students will be able to form and use simple complete sentences using correct grammar and unit vocabulary. <u>Reading Skills</u> • Students will be able to use illustrations and visual supports (like maps or symbols) to help understand and explain a text. • Students will be able to recognize and read familiar sentence patterns and high-frequency words in simple texts. • Students will apply basic print concepts, including reading from left to right, top to bottom, and understanding that print carries meaning. <u>Writing Skills</u> • Students will be able to correctly write their first and last name using appropriate capitalization and spacing. • Students will be able to draw and label pictures that demonstrate understanding of key unit concepts (e.g., parts of a map, national symbols). • Students will be able to write captions or short descriptions for images using learned vocabulary and modeled sentence frames. • Students will be able to create simple sentences that apply vocabulary, phonics, and grammar concepts from the unit.
Essential Questions:	
• Why do we use maps and globes? • How do map tools like the compass rose and map key help us? • How has life changed from the past to the present? • Why is it important to learn about inventions and how they've changed our lives? • What do U.S. symbols, like the flag, tell us about our country? • Why do we say the Pledge of Allegiance, and what does it mean?	

Suggested Activities	Resources
● Teach history of symbols via patriotic songs and visuals. ● It is important to celebrate the past to understand the future. ● Examine how our world is constantly changing ● Review famous inventions from New Jersey ● Explain parts of a map ● Create own maps of their neighborhood ● Engage in informal and academic discussions ● Review reading skills to demonstrate comprehension and deeper thinking ● Review grammatical structures and applications ● Review phonological awareness and applications	● National Geographic Reach program ● Rosetta Stone ● Learning A-Z ● Supplemental Materials ● Brainpop ● Raz-kids ● Interactive whiteboard ● Chromebooks ● Starfall ● Google translate ● FUNdations materials ● Trade books ● Fiction and nonfiction stories ● Big Books ● TPR ● Realia ● Extended time ● Peer buddies/Bilingual buddies ● Brain breaks ● Graphic organizers ● Fiction and NonFiction stories ● Songs and Chants ● GoNoodle
Suggested Options for Differentiation	
Accommodations and Modifications: <i>Multilingual Learners:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA https://wida.wisc.edu/teach/can-do/descriptors. ● Bi-lingual buddies ● Build Background knowledge/Vocabulary ● Calendars ● Charts ● Chunking Information ● Color coding ● Flashcards ● Flexible Grouping ● Google translate ● Graphic Organizers ● Graphs ● Manipulatives ● Mind maps ● Mnemonics ● Multi-Sensory Instruction ● Peer Buddies ● Pictures	

- Pre-teach vocabulary
- Root words
- Scaffolded Questioning
- Small Group Instruction
- Timelines
- Visualization
- Visuals:
- Word Banks
- Word Walls

Special Education

Support staff will be available to aid students related to IEP specifications. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Adjust the pace of lessons
- Allow tests to be taken in a separate room
- Checklist for steps in problems
- Conversation frames
- Flexible Grouping
- Give directions/instructions verbally and in a simple written format.
- Graphic Organizers
- Keep workspaces clear of unrelated materials
- Maintain adequate space between desks
- Modeling
- Multi-Sensory Instruction
- Pre-teaching vocabulary
- Provide extra time to complete assignments.
- Provide peer support for the presentation
- Sentence starters
- Shorten assignments to focus on mastery of key concepts
- Simplified directions
- Technology Integration
- Tiered Activities
- Translation applications
- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.
- Utilize modifications & accommodations delineated in the student's IEP
- Visual Cues/Models
- Visuals
- Word Banks
- Work with a partner
- Work with paraprofessional
- Writing frames
- Yes/No questions (LEP 1 & 2)

Students with 504 Plans

All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Flexible Grouping
- Graphic Organizers

- Multi-Sensory Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Gifted and Talented

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

- Adjusting the pace of lessons
- Curriculum Compacting
- Flexible Grouping
- Graphic Organizers
- Higher-order thinking skills
- Independent study
- Inquiry-based instruction
- Interest-based content
- Multi-Sensory Instruction
- Real-world scenarios
- Student Driven Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Students at Risk of School Failure

Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Adjust for personal space or other behaviors as needed
- Brain Breaks
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Give directions/instructions verbally
- Gradual Release Model
- Graphic Organizers
- Increase one on one time
- Instructions may be printed in large print and hung up for the student to see during the lesson.
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- Modified Assignments
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- Peer Support
- Preferential Seating
- Review behavior expectations
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