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Created by:	Amy LaBarca

OCEAN ACADEMY CHARTER SCHOOL
English as a Second Language
Curriculum

Content Area: English As A Second Language

Course Title: ESL	Grade Level: Grade 5
Unit 1- U.S. Immigration & Westward Expansion	45 days
Unit 2- The Sun & Nature’s Innerworkings	45 days
Unit 3- Water, Climate & Resources	45 days
Unit 4-Human Rights, Justice & Economics	45 days

Introduction:

The Grade 5 English as a Second Language (ESL) program is designed to support multilingual learners as they develop proficiency in English while gaining access to grade-level content. The curriculum follows the WIDA English Language Development (ELD) standards and focuses on building students’ language skills in four key areas: listening, speaking, reading, and writing. By combining both fiction and nonfiction materials, the program helps students not only acquire the English language but also learn the specific vocabulary and structures needed for success in academic settings.

While many multilingual learners can communicate informally in English, they often struggle to understand and engage with academic content due to unfamiliarity with the specialized vocabulary and grammar required for learning. This curriculum aims to bridge that gap by introducing students to grade-level academic English, using structured lessons that support both language development and content comprehension. By fostering exposure to standard English models and promoting active practice, the program builds students’ confidence and academic competence.

Key Objectives of the ESL Program:

1. **Developing Academic English Proficiency:**
 - Students will engage with grade-level texts and materials, carefully selected to expose them to academic language. These resources will be adapted to meet the varying language proficiency levels of students, ensuring that each learner is appropriately challenged.
2. **Building Skills in All Four Language Domains:**

- **Listening:** Students will practice listening to and comprehending spoken English in academic contexts, developing the skills necessary to follow directions, participate in discussions, and understand lessons.
 - **Speaking:** The program provides opportunities for students to practice speaking in English, both in formal and informal settings, with a focus on using academic vocabulary and structures.
 - **Reading:** Students will read a variety of texts, developing their ability to understand and analyze grade-level reading materials. Emphasis will be placed on academic texts that support the content areas they are studying.
 - **Writing:** Writing activities will help students use correct grammar, punctuation, and academic vocabulary to express their thoughts clearly. Students will write across different genres, including narratives, reports, and essays.
3. **Exposure to Grade-Level Content:**
- In addition to language skills, the curriculum is designed to support students' understanding of key content-area subjects, such as science, social studies, and mathematics. By learning English in the context of these subjects, students can more easily transition into mainstream classrooms.
4. **Building Confidence and Encouraging Active Participation:**
- Through a variety of interactive and engaging activities, students will build the self-confidence needed to participate actively in both ESL and mainstream classroom settings. This includes group discussions, role-playing, and collaborative tasks that encourage students to use English in real-world situations.
5. **Adapting Materials for All Proficiency Levels:**
- The program is tailored to meet the diverse needs of multilingual learners by carefully selecting materials and adapting them to different levels of English proficiency. Whether a student is at an early stage of language development or approaching full proficiency, the curriculum provides appropriate scaffolding to support growth.

In summary, the Grade 5 ESL program is structured to provide multilingual learners with the tools and support they need to succeed in English and fully participate in academic learning. Through a combination of carefully designed lessons, engaging activities, and exposure to grade-level content, students will make significant strides toward proficiency in both academic English and the content areas, ensuring a smooth transition into mainstream classrooms.

Proficiency Level Descriptors

Grades 4–5 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

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	Understand how coherent texts (spoken, written, multimodal) are created...					
	around specific topics (<i>clean water</i>) with multiple related simple sentences	to meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in a text (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons across a text
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	frequently used cohesive devices (repetition, demonstratives)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text including substitution and ellipsis	cohesive devices and common strategies that connect ideas throughout text (given/new)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	multi-word noun groups with connectors (<i>mean and nasty bullies</i>)	expanded noun groups with classifiers (<i>mean and nasty fourth grade bullies</i>)	expanded noun groups with prepositional phrases (<i>my favorite character in this book</i>)	expanded noun groups with embedded clauses (<i>my favorite character who stood up to the bullies</i>)	expanded noun groups with a variety of embedded clauses (<i>my favorite character who stood up to the bullies and hardship</i>)	expanded noun groups with a wide variety embedded clauses and compacted noun groups (nominalization: <i>she stood up to bullies = her courage</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	simple sentences (<i>Strong winds blow through the forest.</i>)	related simple sentences (<i>Winds blow through the forest. The trees sway and shake.</i>)	multiple related simple sentences (<i>Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.</i>)	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>The trees sway and shake, and dead branches fall off to the ground.</i>)	compound sentences with frequently used ways of combining clauses (<i>Strong winds blow through the forests, but the mighty oaks stand tall and proud.</i>)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>When strong winds blow through the forests, the trees sway and shake.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	situation-specific words and phrases (<i>between those two black wires</i>)	an increasing number of words and phrases (<i>Over there on the board?</i>)	a growing number of words and phrases in a variety of contexts (<i>lightbulb went off, the electric circuit</i>)	an expanding number of words and phrases including idioms and collocations (<i>push and pull, quit pulling my leg</i>)	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns (<i>the invisible force between two magnets</i>)	a wide variety of words, phrases, and expressions with multiple meanings across content areas (<i>electric shock versus I'm shocked</i>)

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

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...					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>first, and then, then</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (<i>the first reason, the second reason, the evidence is...</i>)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways
DISCOURSE Density of language	Elaborate or condense ideas through...					
	a few types of elaboration (adding familiar adjectives to describe nouns: <i>maple syrup</i>)	some types of elaboration (adding newly learned or multiple adjectives to nouns (<i>thick, sweet, sticky maple syrup</i>))	a growing number of types of elaboration (adding articles or demonstratives to nouns: <i>the dark syrup</i>)	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: <i>the long, slow process...</i>)	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>the sap which boiled for six hours...</i>)	flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: <i>a sweet sap that turned into a delicious syrup after hours of boiling</i> and condensing through nominalization: <i>this tedious process</i>)

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Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments and emerging use of simple sentences (<i>the blue one, the red one</i>)	simple sentences (<i>The red side pushed away. The blue side stayed.</i>)	sentences with emerging use of clauses (<i>The red side blocked the paperclip. The blue side picked it up. They are opposites.</i>)	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: <i>The red side repelled the paperclip, but also it...</i>)	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: <i>Neither the red one nor the blue one...</i>)	compound and complex sentences characteristic of the genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend, or shorten sentences: <i>The magnetic force caused the paperclip to lift off the table because the paperclip is metal.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	some frequently used words and phrases with some precision (<i>social studies, government</i>)	a small repertoire of words and phrases with developing precision (<i>branches of government, executive power</i>)	a growing repertoire of words and phrases with growing precision (<i>the founders, "two if by land..."</i>)	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision (<i>the lights are on but nobody's home...</i>)	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision (<i>as a result of the war, forming a new nation</i>)	a variety of words and phrases, including evaluation, obligation, idioms, and collocations (<i>necessary sacrifices, outdated law, fit for a king</i>)

THE WIDA ELD Standard Statements

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

OCEAN ACADEMY CHARTER SCHOOL	
Overview	
Content Area: Multilingual Learners	
Unit Title: Unit 1- U.S. Immigration & Westward Expansion	Duration: 45 days
Grade Level: 5	
Introduction/Unit Focus:	
<p>In this unit, Grade 5 ESL students will explore the concept of a community, its components, functions, and the events that shape it. Through collaborative activities and discussions, students will investigate what makes up a community, why people work together, and how they celebrate as a group. Students will also gain an understanding of the different roles people have within a community and the types of jobs that help it function.</p> <p>The unit will help students understand the various aspects of a community, including:</p> <ul style="list-style-type: none"> ● Community Populations: Who lives in a community, how people come together, and what makes a community diverse. ● Jobs in the Community: Exploring the different roles and professions people have, and how these jobs contribute to the functioning of the community. ● Reasons People Work Together: Understanding why cooperation is essential for a community to thrive, from helping each other to solving problems together. ● Celebrations and Traditions: Exploring how people celebrate in a community, whether through holidays, events, or gatherings, and how these celebrations reflect the values and culture of the people who live there. <p>In addition to understanding local communities, this unit will introduce students to the concept of moving to a new community. Students will learn about the challenges and experiences people face</p>	

when they relocate, and how they adapt to new surroundings, people, and ways of life.

Finally, students will learn about Westward Expansion and how settlers moved to and settled in the Western United States. This section will explore the historical movement of people across the country, examining why people left their homes to settle new lands, what challenges they faced, and how communities were built in these new areas. Students will connect this historical topic with the idea of moving to a new community, further enriching their understanding of how communities form and grow over time.

Through this unit, students will develop a deeper understanding of communities both in the present day and in the past. They will enhance their language skills in listening, speaking, reading, and writing while exploring real-world concepts that are relevant to their own lives. By the end of the unit, students will be able to explain the concept of a community, describe its different parts, and understand how people work together to build and maintain it. They will also gain insight into the history of westward expansion and the impact it had on the formation of communities in the Western United States.

Focus Standards (Major Standards)

Wida: Grades K-12 THE WIDA ELD STANDARDS	Key Language Uses Multilingual Learners Will...
1. Multilingual Learners communicate for Social and Instructional purposes within the school setting. (Social and Instructional Language)	<p>ELD-SI.4-12-Narrate</p> <ul style="list-style-type: none"> ● Share ideas about one’s own and others’ lived experiences and previous learning. ● Connect stories with images and representations to add meaning ● Identify and raised questions about what might be unexplained, missing, or left unsaid ● Recount and restate ideas to sustain and move dialogue forward <p>ELD-SI.4-12.Inform</p> <ul style="list-style-type: none"> ● Define and classify facts and interpretation; determine what is known vs. unknown ● Report on explicit and inferred characteristics, patterns, or behavior ● Summarize most important aspects of information <p>ELD-SI.4-12.Explain</p> <ul style="list-style-type: none"> ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects. <p>ELD-SI.4-12.Argue</p> <ul style="list-style-type: none"> ● Support or challenge an opinion,premise, or interpretation

	<ul style="list-style-type: none"> ● Generate questions about different perspectives
<p>2. Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. (Language of Language Arts)</p>	<p>ELD-LA.4-5.Narrate.Interpretive Interpret language arts narratives by</p> <ul style="list-style-type: none"> ● Identifying a theme from details ● Analyzing how character attributes and actions develop across event sequences <p>ELD-LA.4-5.Narrate .Expressive Construct language narratives that</p> <ul style="list-style-type: none"> ● Orient audience to context ● Develop and describe characters and their relationships ● Develop story with complication and resolutions, time and event sequences <p>ELD-LA.4-5 Inform .Interpretive Interpret information texts in language arts by</p> <ul style="list-style-type: none"> ● Analyzing details and examples for key attributes, qualities, and characteristics <p>ELD-LA.4-5. Inform Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> ● Introduce and define topic and/or entity for audience <p>ELD-LA.4-5 Argue Interpretive Interpret language arts arguments by</p> <ul style="list-style-type: none"> ● Identifying main ideas ● Analyzing points of view about the same event or topic <p>ELD-LA.4-5.Argue Expressive Construct language arts arguments that</p> <ul style="list-style-type: none"> ● Introduce and develop a topic clearly, state an opinion ● Support opinions with reasons and information
<p>3. English Language Proficiency Standard Multilingual learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p>	<p>ELD-MA.4-5.Explain.Interpretive Interpret mathematical explanation by</p> <ul style="list-style-type: none"> ● Identifying concept or entity <p>ELD-MA.4-5.Explain.Expressive Construct mathematical explanations that</p> <ul style="list-style-type: none"> ● Introduce concept or entity ● Share solution with others ● describe data and or steps to solve problem ● State reasoning used to generate solution

4. Multilingual Learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. (Language of Social Studies)

ELD-SS.4-5.Explain.Interpretive

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events

- analyzing sources for a series of contributing factors or causes

ELD-SS.4-5. Explain. Expressive

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

Supporting and Additional 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.

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:

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading

as necessary.

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

6.1.5.GeoGl.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.GeoGl.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

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)

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about

	possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
Culture and geography can shape an individual's experiences and perspectives.	9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
New Jersey Student Learning Standards: Computer Science and Design Thinking	
<i>The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.</i>	<i>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</i>
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
<i>Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.</i>	<i>8.1.5.DA.3 Organize and present collected data visually to communicate insights gained from different views of the data.</i>
Evidence of Student Learning	
Performance Tasks/Use of Technology: <ul style="list-style-type: none"> ● <i>Interactive White Board</i> ● <i>Google Docs/Google Slides</i> ● <i>Internet Search</i> ● <i>Elmo</i> ● <i>Chromebooks</i> ● <i>Websites/ Videos</i> 	Other Assessments <p>Formative</p> <ul style="list-style-type: none"> ● Performance/skill demonstration ● Student reflection ● Do Now ● Exit Slips ● Observation ● Homework/Classwork ● Journals ● Quizzes ● Discussion/Participation <p>Summative</p> <ul style="list-style-type: none"> ● Reading Unit Test ● Key Words Unit Test ● Grammar Unit Test ● Diagnostic Assessment ● Have student retell progress ● Teachers observations ● SGO Assessment <p>Benchmark</p> <ul style="list-style-type: none"> ● SGO Assessment ● State Standardized Assessments (WIDA) ● ACCESS <p>Alternative</p> <ul style="list-style-type: none"> ● Ongoing assessment of skills

	<ul style="list-style-type: none"> ● Anecdotal notes of skills and competencies for each student ● Unit Project ● Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Learning Targets:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Students will understand how the environment, culture, and community in which you live shape your identity, beliefs, and behaviors. ● Students will explore why individuals and families decide to move to new locations, considering factors like job opportunities, safety, better living conditions, or the desire for a fresh start. ● Students will learn about the importance of adapting to new cultures when moving to a different place. They will understand how people may change their behaviors, traditions, and ways of communication to fit into a new environment while also keeping parts of their original identity. ● Students will explore the history and significance of immigration in the U.S. They will learn how immigration has shaped the country over time, including the different waves of people coming from various parts of the world and how they've contributed to American society. ● Students will gain an understanding of what identity means, how it is formed, and how it is influenced by both personal experiences and the communities they belong to. ● Students will examine the challenges and steps involved in settling in a new place, including adjusting to new cultures, learning new languages, and building new communities. ● Students will learn about the historical period of Westward Expansion and how people settled new lands in the Western United States. They will explore the reasons behind westward migration, the challenges settlers faced, and how these events shaped the development of new communities. ● Students will understand how the movement of people from different cultural backgrounds continues to influence American society today. They will discuss how different cultural groups bring new 	<p><i>Students will be able to...</i></p> <p><u>Language Skills</u></p> <ul style="list-style-type: none"> ● Students will describe people, places, and things, and provide information clearly. ● Students will ask and answer questions in complete sentences during conversations. ● Students will participate in group discussions, listening to others and sharing their ideas. ● Students will speak clearly, using proper volume and enunciation so that others can understand. ● Students will speak at an appropriate pace for clarity and comprehension. ● Students will use gestures, facial expressions, and body language to enhance communication and express meaning. ● Students will create mental images through descriptive language to help visualize and understand content. ● Students will recognize and reuse common language patterns to reinforce new vocabulary and concepts. <p><u>Phonics and Letter Recognition</u></p> <ul style="list-style-type: none"> ● Students will identify both uppercase and lowercase letters of the alphabet and recognize the sounds they make. ● Students will differentiate between uppercase and lowercase letters and understand their roles in writing. <p><u>Grammar Skills</u></p> <ul style="list-style-type: none"> ● Students will identify and understand the use of nouns, including both people, places, things, and ideas. ● Students will recognize the difference between singular and plural nouns, and apply them correctly in writing and

<p>perspectives, traditions, and ideas, enriching the nation's identity.</p>	<p>speaking.</p> <p><u>Reading Skills</u></p> <ul style="list-style-type: none"> ● Students will use illustrations and images in texts to support understanding and make connections with the written words. ● Students will recognize and use language patterns in texts to predict and understand meaning. ● Students will apply basic concepts of print, such as reading from left to right, top to bottom, and recognizing punctuation. <p><u>Writing Skills</u></p> <ul style="list-style-type: none"> ● Students will practice writing their own name correctly and consistently. ● Students will create illustrations and labels for pictures, helping to connect visuals with vocabulary and concepts. ● Students will write captions for given pictures, using simple sentences that describe what is happening. ● Students will create sentences that apply new vocabulary, phonics rules, and grammar concepts from the unit, demonstrating their understanding through written work.
<p>Essential Questions:</p>	
<ul style="list-style-type: none"> ● What is a community, and what are its main components? ● Why do people move to new places, and how do they adapt to their new environments? ● How does your identity relate to the community you live in? ● What challenges do people face when settling in a new land, and how do they overcome them? ● How has immigration shaped the United States, and how does it continue to influence American society today? ● What was Westward Expansion, and how did people build new communities in the Western United States? 	
<p>Suggested Activities</p>	<p>Resources</p>

- Community type examples diorama project
- Creation of a classroom petition to change or improve something in our community
- Review of what makes each type of community unique
- Review the value of cultural traditions and celebrations
- Review the importance of coming together and what it means to belong
- Timeline of Westward Expansion
- Narratives about moving to a new community
- Cause and Effect studies

Instructional Materials

- National Geographic Reach
- Rosetta Stone Learning A-Z

Supplemental Materials

- Brainpop
- Raz-kids
- Interactive whiteboard
- Chromebooks
- Starfall
- Google translate

Intervention Materials

- 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.

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
- 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
- Read Together Books
- Talk Together Books
- Teamwork Activities
- Vocabulary Builder Manipulatives

Teacher Notes:

<p>OCEAN ACADEMY CHARTER SCHOOL Overview</p>	
<p>Content Area: Multilingual Learners</p>	
<p>Unit Title: Unit 2: The Sun & Nature’s Innerworkings</p>	<p>Duration: 45 days</p>
<p>Grade Level: 5</p>	
<p>Introduction/Unit Focus:</p>	
<p>In this unit, Grade 5 ESL students will explore the essential role the sun plays in supporting life on Earth. Students will learn about the importance and power of the sun as a source of light and energy. They will investigate how the sun helps plants grow through the process of photosynthesis, and how solar energy supports all living things, either directly or indirectly.</p> <p>Students will also be introduced to myths and stories about the sun from different cultures around the world, helping them understand how people across time and place have explained the sun’s power through storytelling and traditions.</p> <p>Building on their understanding of the sun’s importance, students will examine plants and animals in a variety of ecosystems, including oceans, forests, and rainforests. They will explore how each ecosystem provides what living organisms need to survive, such as food, water, shelter, and space. Students will observe how environments support life in different ways, and how living things have adapted to thrive in their habitats.</p>	

The unit also focuses on the diversity of animal life and how animals interact with their surroundings. Students will learn about the food chain, how animals find food, and how they protect themselves from danger. They will study camouflage, natural defenses, and other strategies animals use to survive in the wild.

Throughout the unit, students will:

- Make observations of plants and animals to compare how different species live in different habitats.
- Explore how ecosystems support a wide variety of life and how living things are connected through systems like the food chain.
- Develop language skills as they read, write, speak, and listen about scientific topics in English.
- Engage in hands-on and visual learning activities that build both academic content knowledge and English language proficiency.

By the end of this unit, students will have a deeper understanding of how the sun powers life on Earth, how plants and animals depend on their environments, and how ecosystems support the rich diversity of life across our planet.

Focus Standards (Major Standards)

Wida: Grades K-12 THE WIDA ELD STANDARDS	Key Language Uses Multilingual Learners Will...
<p>1. Multilingual Learners communicate for Social and Instructional purposes within the school setting. (Social and Instructional Language)</p>	<p>ELD-SI.4-12.Narrate</p> <ul style="list-style-type: none"> ● Share ideas about one’s own and others’ lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Create closure, recap, and offer next steps <p>ELD-SI.4-12.Inform</p> <ul style="list-style-type: none"> ● Describe the parts and wholes of a system ● Sort, clarify, and summarize relationships ● Summarize most important aspects of information <p>ELD-SI.4-12.Explain</p> <ul style="list-style-type: none"> ● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes ● Act on feedback to revise understandings of how or why something is or works in particular ways <p>ELD-SI.4-12.Argue</p> <ul style="list-style-type: none"> ● Clarify and elaborate ideas based on feedback

<p>2. Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. (Language of Language Arts)</p>	<p>ELD-LA.4-5.Narrate.Interpretive Interpret language arts narratives by</p> <ul style="list-style-type: none"> • Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes <p>ELD-LA.4-5.Narrate .Expressive Construct language narratives that</p> <ul style="list-style-type: none"> • Develop story with complication and resolutions, time and event sequences • Engage and adjust for audience <p>ELD-LA.4-5 Inform.Interpretive Interpret information texts in language arts by</p> <ul style="list-style-type: none"> • Identifying and summarizing main ideas and key details <p>ELD-LA.4-5. Inform.Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> • Establish objective or neutral stance • Develop coherence and cohesion throughout text
<p>3. Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science. (Language of Science)</p>	<p>ELD-SC.4-5. Explain.Interpretive Interpret explanations by</p> <ul style="list-style-type: none"> • Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon • Obtaining and combining evidence and information to help explain how or why a phenomenon occurs • Identifying evidence that supports particular points in an explanation <p>ELD-SC.4-5 Explain Expressive Construct scientific explanations that</p> <ul style="list-style-type: none"> • Describe and/or data about a phenomenon • established neutral or objective standards and communicating results <p>ELD-SC.4-5. Argue. Interpretive interpret scientific arguments by</p> <ul style="list-style-type: none"> • Identifying relevant evidence from data, models, and / or information from investigations are phenomena or design solutions • comparing reasoning and claims based on evidence <p>ELD-SC.4-5.Argue.Expressive</p>

Construct scientific arguments that

- Introduce topic / phenomenon in issues related to the natural and designed world
- Make and define claim based on evidence, data, and or model
- establish a neutral tone or an objective stance

Supporting and Additional 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.

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:

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

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)
Specific situations require the use of relevant sources of information.	9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5)..
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

New Jersey Student Learning Standards: Computer Science and Design Thinking

<i>Engineers create and modify technologies to meet people's needs and wants; scientists ask questions about the natural world.</i>	<i>8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.</i>
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New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
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Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
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Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Students will view building background video for unit ● Students will practice color names via adventure story on chromebook ● Students will practice unit topics via a match game on Chromebook. ● Students will practice unit sight words via viewing of sight word video ● Students will practice names of school tools using talking flashcards online. 	<p>Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> ● Performance/skill demonstration ● Student reflection ● Do Now ● Exit Slips ● Observation ● Homework/Classwork ● Journals ● Quizzes ● Discussion/Participation <p>Summative</p> <ul style="list-style-type: none"> ● Reading Unit Test ● Key Words Unit Test ● Grammar Unit Test ● Diagnostic Assessment ● Have student retell progress ● Teachers observations ● SGO Assessment <p>Benchmark</p> <ul style="list-style-type: none"> ● SGO Assessment ● State Standardized Assessments (WIDA ACCESS) <p>Alternative</p> <ul style="list-style-type: none"> ● Ongoing assessment of skills ● Anecdotal notes of skills and competencies for each student ● Unit Project ● Unit Portfolio
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Knowledge and Skills

Enduring Understandings:

Students will know...

- Students will understand that the sun is a star that appears larger and brighter than other stars because it is much closer to Earth.
- Students will learn that the sun provides energy that powers life on Earth, including light, heat, and solar power that humans can use in everyday life.
- Students will explore how solar energy supports plants through photosynthesis, which in turn supports all living things in an ecosystem.
- Students will recognize how people from different cultures have created myths and stories to explain the power and importance of the sun.
- Students will understand that Earth orbits the sun, the moon orbits Earth, and that Earth rotates on its axis, which causes day and night.
- Students will identify that Earth is the third planet from the sun and is uniquely able to support life due to its position and natural systems.
- Students will explore the concept of ecosystems and how animals and plants depend on their environment to survive.
- Students will recognize how living things interact within an environment through the food chain, understanding the roles of producers, consumers (predators and prey), and decomposers.
- Students will describe how different animals have special characteristics and adaptations that help them survive in specific habitats like forests, oceans, and rainforests.
- Students will examine how parts of an animal's habitat—such as shelter, food sources, and climate—help them live and thrive.
- Students will develop vocabulary and language related to survival, animal behaviors, and natural environments.
- Students will understand how animals interact with one another in ecosystems—for example, by competing for resources, forming groups, or using camouflage and defenses to protect themselves.

Learning Targets:

Students will be able to...

Speaking and Listening Skills

- Students will describe objects, ideas, and information clearly using complete sentences.
- Students will ask and answer questions to gather and share information.
- Students will actively participate in group discussions, listening respectfully and contributing their ideas.
- Students will practice speaking clearly and at an appropriate pace to be easily understood.
- Students will use gestures, facial expressions, and body language to support their communication.
- Students will create mental images through descriptive language to help others understand concepts.
- Students will recognize and use common language patterns to build fluency and confidence in English.

Phonics and Letter Recognition

- Students will identify both uppercase and lowercase letters of the alphabet.
- Students will associate letters with their correct sounds to improve reading and pronunciation skills.

Grammar Skills

- Students will identify nouns in sentences and understand their roles.
- Students will differentiate between singular and plural nouns and use them correctly in speaking and writing.

Reading Skills

- Students will use illustrations and images in texts to support comprehension.
- Students will recognize and apply language patterns found in reading materials.
- Students will understand and use basic concepts of print, such as reading direction, word spacing, and

- 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>.

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

Special Education

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- Adjust the pace of lessons
- Allow tests to be taken in a separate room
- Checklist for steps in problems
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- 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)

5Students 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.

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

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- Graphic Organizers
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- Independent study
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- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Give directions/instructions verbally
- Gradual Release Model
- Graphic Organizers
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- Manipulatives
- Modified Assignments
- Multi-Sensory Instruction
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- 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
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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: Water, Climate & Resources

Duration: 45 days

Grade Level: 5

Introduction/Unit Focus:

In this unit, Grade 5 ESL students will explore the question, “Why is water important?” They will learn how water is essential for all forms of life on Earth. Students will study different sources of water such as rain, oceans, rivers, lakes, and other bodies of water. They will also investigate the water cycle, understanding how water moves through the environment and how plants, animals, and people get the water they need to survive.

The unit will also introduce the concepts of renewable and non-renewable resources, helping students understand the difference between resources that can be naturally replenished and those that cannot. Students will explore the importance of conserving natural resources to protect the planet for future generations.

Additionally, students will discuss global challenges related to waste and pollution, including the problems caused by trash and how it affects the environment. They will learn about strategies to reduce waste, recycle, and promote sustainable living to help protect Earth’s natural resources.

Throughout the unit, students will develop their language skills by discussing scientific concepts, asking and answering questions, and sharing ideas about the environment. They will engage in activities that build both their understanding of important environmental topics and their English proficiency.

By the end of this unit, students will understand the vital role water plays in supporting life, the importance of protecting our natural resources, and how human actions impact the environment. They will be encouraged to think critically about their role in caring for the Earth and making sustainable choices.

Focus Standards (Major Standards)

Wida: Grades K-12

Key Language Uses

THE WIDA ELD STANDARDS	Multilingual Learners Will...
<p>1. Multilingual Learners communicate for Social and Instructional purposes within the school setting. (Social and Instructional Language)</p>	<p>ELD-SI.4-12.Narrate</p> <ul style="list-style-type: none"> ● Connect stories with images and representations to add meaning ● Identify and raised questions about what might be unexplained, missing, or left unsaid <p>ELD-SI.4-12. Inform</p> <ul style="list-style-type: none"> ● Define and classify facts and interpretation; determine what is known vs. unknown ● Sort, clarify and summarize relationships <p>ELD-SI.4-12.Explain</p> <ul style="list-style-type: none"> ● Compare changing variables, factors, and circumstances ● Offer alternatives to extend or deepen an awareness or factors that contribute to particular outcomes ● Act on feedback to revise understanding of how or why something is or works in particular ways <p>ELD-SI.4-12.Argue</p> <ul style="list-style-type: none"> ● Evaluate changes and thinking identifying trade-offs ● Define claims and reasoning based on new information or evidence
<p>2. Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. (Language of Language Arts)</p>	<p>ELD-LA.4-5.Narrate .Expressive Construct language narratives that</p> <ul style="list-style-type: none"> ● Develop story with complication and resolutions, time and event sequences ● Engage and adjust for audience <p>ELD-LA.4-5 Inform.Interpretive Interpret information texts in language arts by</p> <ul style="list-style-type: none"> ● Evaluating the impact of key word choices in a text <p>ELD-LA.4-5. Inform.Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> ● Add precision and details to Define, describe, compare, and classify topic and or entity
<p>3. Multilingual Learners communicate</p>	<p>ELD-SC.4-5 .Explain.Expressive</p>

<p>information, ideas, and concepts necessary for academic success in the content area of Science. (Language of Science)</p>	<p>Construct scientific explanation that</p> <ul style="list-style-type: none"> ● Develop reasoning to show relationships between evidence and claim ● Summarize and or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution <p>ELD-SC.4-5.Argue.Interpretive Interpret scientific arguments by</p> <ul style="list-style-type: none"> ● Distinguishing among facts, reasoned judgment based on Research findings, and speculation in an explanation <p>ELD-SC.4-5 .Argue.Expressive Construct a scientific argument that</p> <ul style="list-style-type: none"> ● Make and define a claim based on evidence, data and or model ● Technological relationships among reasoning, relevant evidence, data, and or a model when making a claim
<p>4. Multilingual Learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. (Language of Social Studies)</p>	<p>ELD-SS.4-5.Explain.Interpretive Interpret social studies explanations by</p> <ul style="list-style-type: none"> ● Determining different opinions in sources for answering compelling and supporting questions about phenomena or events ● Evaluating disciplinary Concepts and ideas that are open to different interpretations <p>ELD-SS.4-5.Argue.Interpretive Interpret social studies arguments by</p> <ul style="list-style-type: none"> ● Identifying topic and purpose (argue in favor or against a physician, present a balanced interpretation, challenge perspective) ● Analyzing relevant information from multiple sources to develop claims in response to compelling questions ● Evaluating point of view and credibility of a source, based on distinctions between fact and opinion <p>ELD-SS.4-5.Argue.Expressive Construct social studies arguments that</p>

- Introduce topic
- select relevant information to support claims with evidence from multiple sources
- establish perspective
- show relationships between claims with reasons and multiple sources of evidence

Supporting and Additional Standards

Primary Interdisciplinary Connections:

- 5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources, environment, and address climate change issues.

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.

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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:

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information

clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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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)
An individual can give back in areas that matter.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors
Digital engagement can improve the planning and delivery of climate change actions.	9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action.

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
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New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Technology must be continually developed and made more efficient to reduce the need for non-renewable resources.	8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
Data can be organized, displayed, and presented to highlight relationships	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
Societal needs and wants determine which new tools are developed to address real-world problems.	8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Students will view building background video for unit ● Students will practice color names via adventure story on chromebook ● Students will practice unit topics via a match game on Chromebook. ● Students will practice unit sight words via viewing of sight word video ● Students will practice names of school tools using talking flashcards. 	<p>Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> ● Performance/skill demonstration ● Student reflection ● Do Now ● Exit Slips ● Observation ● Homework/Classwork ● Journals ● Quizzes ● Discussion/Participation <p>Summative</p> <ul style="list-style-type: none"> ● Reading Unit Test ● Key Words Unit Test ● Grammar Unit Test ● Diagnostic Assessment ● Have student retell progress ● Teachers observations ● SGO Assessment <p>Benchmark</p> <ul style="list-style-type: none"> ● SGO Assessment ● State Standardized Assessments (WIDA ACCESS)
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	<p>Alternative</p> <ul style="list-style-type: none"> ● Ongoing assessment of skills ● Anecdotal notes of skills and competencies for each student ● Unit Project ● Unit Portfolio
<p>Knowledge and Skills</p>	
<p>Enduring Understandings:</p>	<p>Learning Targets:</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Students will understand why water is essential for all living things and how it supports life on Earth. ● Students will learn about the water cycle, including its parts and processes, and understand how all water on Earth is connected through this cycle. ● Students will recognize that water can change forms (such as liquid, solid, and gas) through processes like evaporation, condensation, and precipitation. ● Students will explore how the seasons affect weather patterns and activities, and how these seasonal changes relate to the water cycle. ● Students will understand how methods of obtaining and using water have changed over time, reflecting human innovation and environmental awareness. ● Students will examine the role of water in different ecosystems and how it influences the plants and animals living there. ● Students will distinguish between saltwater and freshwater and understand their different uses and importance. ● Students will develop models to represent various landforms and bodies of water, helping them visualize how land and water shape our environment. ● Students will learn the difference between renewable and nonrenewable resources and the importance of conserving them. ● Students will understand where trash goes after disposal, how it affects the environment and climate, and the importance of reducing waste. ● Students will explore ways to reduce environmental impact through composting, reusing, and recycling. ● Students will understand that Earth is made up of land and water, and that everything is made of matter which can change in different ways. 	<p><i>Students will be able to...</i></p> <p><u>Communication Skills</u></p> <ul style="list-style-type: none"> ● Students will describe people, places, objects, and ideas clearly and provide detailed information. ● Students will ask and answer questions effectively to support their learning and engage in conversations. ● Students will actively participate in group discussions, sharing their thoughts and listening to others. ● Students will speak clearly with appropriate volume and pronunciation to be understood. ● Students will adjust their speaking pace to match the situation and listener needs. ● Students will use facial expressions, gestures, and body language to enhance meaning and communication. ● Students will create mental and visual images through descriptive language to help others understand concepts. ● Students will recognize, use, and reuse common language patterns to build fluency and confidence. <p><u>Phonics and Letter Awareness</u></p> <ul style="list-style-type: none"> ● Students will identify letters of the alphabet and associate them with their corresponding sounds. ● Students will differentiate between uppercase and lowercase letters and understand their correct usage. <p><u>Grammar Development</u></p> <ul style="list-style-type: none"> ● Students will identify nouns in sentences and understand their function. ● Students will distinguish between singular and plural nouns and apply this

- resources that is used in different ways
- Review water as a critical resource at home, school, and in the environment; water sustains life.
 - Fiction and Non-fiction texts from Reach program
 - Create a diagram of the water cycle
 - Conduct a water cycle experiment
 - Create a science experiment to demonstrate the importance of water on plants
 - Persuasive essay about reducing waste
 - Composting experiment
 - Fiction and non-fiction texts about conserving resources and reducing waste

- 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
- 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: Human Rights, Justice & Economics

Duration: 45 days

Grade Level: 5

Introduction/Unit Focus:

In this unit, Grade 5 ESL students will explore the important topic of social injustice and the heroes who have worked to create positive change. Students will learn about different people and cultures who have experienced unfair treatment and how their struggles led to the achievement of human rights. Through stories and examples, students will see how individuals and groups can stand up against injustice and help transform their communities and even the world.

The unit will also examine the power of ideas: how new thoughts, movements, and actions can influence society and bring about meaningful change. Students will be encouraged to think about how they, too, can make a difference.

In addition to social justice, students will be introduced to basic economic concepts. They will learn what it means to start and run a business, including the ideas of goods, services, money, and decision-making. This part of the unit will help students understand how communities grow and how people use resources to meet their needs.

Throughout the unit, students will build their English language skills by discussing complex ideas, asking and answering questions, and sharing their own opinions. They will engage in reading, writing, speaking, and listening activities designed to support both their academic learning and English proficiency.

By the end of the unit, students will have a deeper understanding of social justice, the impact of courageous individuals, and basic economic principles. They will be inspired to recognize their own role in creating positive change in their communities.

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<p>2. Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. (Language of Language Arts)</p>	<p>ELD-LA.4-5 Inform.Interpretive Interpret information texts in language arts by</p> <ul style="list-style-type: none"> ● Identifying and summarizing main ideas and key details <p>ELD-LA.4-5. Inform.Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> ● Introduce and Define topic and or entity for audience ● Establish objective or neutral stance ● Develop coherence and cohesion throughout text <p>ELD-LA.4-5.Argue.Interpretive Interpret language arts arguments by</p>

	<ul style="list-style-type: none"> ● Evaluating how details, reasons, and evidence support particular points in a text <p>ELD-LA.4-5.Argue.Expressive Construct language arts arguments that</p> <ul style="list-style-type: none"> ● Introduce and develop a topic clearly; state an opinion ● Use a formal style ● Logically connect opinions to approach appropriate evidence, facts, and details; offer a concluding statement or section
<p>3. English Language Proficiency Standard Multilingual learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics. (Mathematics)</p>	<p>ELD-MA.4-5.Explain.Interpretive Interpret mathematical explanation by</p> <ul style="list-style-type: none"> ● Analyzing problem-solving steps ● evaluating a pattern or structure that follows a given rule <p>ELD-MA.4-5.Explain.Expressive Construct mathematical explanations that</p> <ul style="list-style-type: none"> ● Introduce concept or entity ● Share solution with others ● describe data and or steps to solve problem ● State reasoning used to generate solution <p>ELD-MA.4-5.Argue.Interpretive interpret Mathematics arguments that</p> <ul style="list-style-type: none"> ● compare conjecture using definitions, patterns and or rules ● distinguishing commonalities and differences among ideas and justifications ● extracting patterns or rules from solution strategies to create generalization <p>ELD-MA.4-5.Argue. Expressive Construct mathematics arguments that</p> <ul style="list-style-type: none"> ● Justify conclusions with patterns or rules ● Evaluate others' arguments
<p>4. Multilingual Learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. (Language of Social Studies)</p>	<p>ELD-SS.4-5.Explain.Interpretive Interpret social studies explanations by</p> <ul style="list-style-type: none"> ● Determining different opinions in sources for answering compelling and supporting questions about phenomena or events <p>ELD-SS.4-5.Argue.Interpretive Interpret social studies arguments by</p> <ul style="list-style-type: none"> ● Identifying topic and purpose (argue in

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L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.

- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

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)

An individual's financial traits and habits affect his/her finances.	9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions
Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.	9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
There are a variety of factors to consider before starting a business.	9.2.5.CAP.7: Identify factors to consider before starting a business.

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

<i>Technology spurs new businesses and careers.</i>	<i>8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.</i>
<i>Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.</i>	<i>8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.</i>

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Students will view building background video for unit ● Students will practice color names via adventure story on chromebook ● Students will practice unit topics via a match game on Chromebook. ● Students will practice unit sight words via viewing of sight word video ● Students will practice names of school tools using talking flashcards. 	<p>Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> ● Performance/skill demonstration ● Student reflection ● Do Now ● Exit Slips ● Observation ● Homework/Classwork ● Journals ● Quizzes ● Discussion/Participation <p>Summative</p> <ul style="list-style-type: none"> ● Reading Unit Test ● Key Words Unit Test ● Grammar Unit Test ● Diagnostic Assessment ● Have student retell progress ● Teachers observations ● SGO Assessment <p>Benchmark</p> <ul style="list-style-type: none"> ● SGO Assessment ● State Standardized Assessments (WIDA)
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	<ul style="list-style-type: none"> ● ACCESS <p>Alternative</p> <ul style="list-style-type: none"> ● Ongoing assessment of skills ● Anecdotal notes of skills and competencies for each student ● Unit Project ● Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Learning Targets:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Students will learn about important heroes who have fought for social justice and made a difference in history. ● Students will understand key events in the history of social justice in the United States and how people have worked to achieve equality and human rights. ● Students will explore how different cultures and communities have struggled and fought for freedom and fairness. ● Students will recognize various ways people protest and stand up against injustice, including peaceful demonstrations and other forms of activism. ● Students will understand that powerful ideas can inspire change and transform societies over time. ● Students will gain a basic understanding of how to start a business and the role of entrepreneurship in communities. ● Students will understand that people create systems and rules to manage conflict and maintain order within communities. ● Students will explore different approaches to resolving conflict, including aggression, compromise, cooperation, and the possibility of change. 	<p><i>Students will be able to...</i></p> <p><u>Speaking and Listening Skills</u></p> <ul style="list-style-type: none"> ● Students will describe people, events, and ideas clearly using detailed information. ● Students will ask and answer questions to deepen understanding and engage in conversations. ● Students will actively participate in group discussions, sharing their thoughts and listening to others respectfully. ● Students will speak clearly, using appropriate volume and pronunciation. ● Students will control their speaking pace to ensure effective communication. ● Students will use gestures, facial expressions, and body language to support their spoken messages. ● Students will create mental and visual images through descriptive language to help others understand concepts. ● Students will recognize and practice using common language patterns to build fluency and confidence. <p><u>Phonics and Letter Recognition</u></p> <ul style="list-style-type: none"> ● Students will identify letters of the alphabet and the sounds they represent. ● Students will distinguish between uppercase and lowercase letters and understand their correct usage. <p><u>Grammar Skills</u></p> <ul style="list-style-type: none"> ● Students will identify nouns within sentences and understand their function. ● Students will differentiate between singular and plural nouns and use them correctly in speaking and writing.

- 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
- 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: