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OCEAN ACADEMY CHARTER SCHOOL English as a Second Language Curriculum	
Content Area: Multilingual Learners	
Course Title: ESL	Grade Level: Grade 3
Unit 1- Working together & Helping others	45 days
Unit 2- Plants & Ecosystems	45 days
Unit 3- Matter & Forces of Nature	45 days
Unit 4-Traditions & Tools to Achieve	45 days

Introduction:
The Grade 3 English as a Second Language (ESL) curriculum is a comprehensive language development program designed to support Multilingual Learners in gaining English language proficiency and accessing grade-level academic content. Aligned with the WIDA English Language Development (ELD) Standards, the curriculum focuses on helping students build competency across the four language domains: listening, speaking, reading, and writing. Many students acquire basic, informal English quickly and are able to communicate socially with peers and adults. However, challenges often arise when students are expected to use academic English—the specialized vocabulary and sentence structures found in content-area subjects such as math, science, and social studies. This program addresses those challenges by providing explicit, structured language instruction that integrates academic vocabulary, grammar, and content knowledge in meaningful, developmentally appropriate ways. Students engage with a wide variety of fiction and nonfiction texts, chosen and adapted by ESL teachers to match both the students’ English proficiency levels (ELP levels) and grade-level expectations. Instruction is intentionally scaffolded to build confidence and promote independence as students develop their ability to comprehend, interpret, and express complex ideas in English. Through interactive activities, collaborative learning, and targeted language instruction, students participate in lessons that promote growth in all four domains. Each lesson is designed to expose learners to grade-appropriate academic English while building upon their background knowledge, cultural assets, and prior language experiences. The ultimate goal of the program is to support students in developing the language and academic skills necessary to successfully transition into mainstream classrooms and become active, confident participants in their learning communities.

WIDA ELD Standards

Proficiency Level Descriptors

Grades 2-3 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 general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	repetitive chunks of meaning across text (red crayon, yellow crayon, blue crayon)	frequently used cohesive devices (demonstratives: this, that, these, those)	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 (class/subclass: shapes like circles, triangles, and rectangles)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: The rectangle is a big one.) and ellipsis (There isn't any. [milk])
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	frequently used multi-word noun groups (green frogs)	multi-word noun groups with connectors (green and slimy frogs)	expanded noun groups with classifiers (tree frogs and poison frogs)	expanded noun groups with prepositional phrases (three little green tree frogs on the log)	expanded noun groups with embedded clauses (three little green tree frogs that jumped into the water)	expanded noun groups with a variety of embedded clauses (three little green tree frogs with long legs that swam away and didn't come back)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	chunks of language (stick to rocks and coral)	simple sentences (They stick to rocks and coral.)	related simple sentences (They look like plants. They stick to rocks and coral.)	multiple related simple sentences (They are called anemones. They look like plants. They stick to rocks and coral.)	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: They are called anemones and they look like plants.)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: Anemones look like plants but they are sea animals.)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	frequently used words and phrases in familiar contexts and topics (time to clean up)	situation-specific words and phrases (How do we spell that word?)	an increasing number of words and phrases (my favorite characters in this story)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins.)

Grades 2-3 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...					
	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences 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>Last week, When I was five, I think, etc.</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	Simple elaboration (single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the</i> or <i>these clouds</i>)	a variety of types of elaboration (adding in a variety of adjectives)	a wide variety of types of elaboration (adding in embedded clauses after the noun (<i>those storm clouds that we saw yesterday</i>))
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments (<i>triangles and rectangles</i>)	sentence fragments and emerging use of simple sentences (<i>triangle has three sides</i>)	simple sentences (<i>A square has 4 right angles.</i>)	sentences with emerging use of clauses (<i>We put triangles, then rectangles</i>)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>We put blue triangles, then we put red triangles.</i>)	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: <i>We put blue triangles, then red triangles, but there was no pattern.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	few frequently used words and phrases with emerging precision (<i>Time to eat?</i>)	some frequently used words and phrases with some precision (<i>three groups of four equals...</i>)	a small repertoire of words and phrases with developing precision (<i>best friend, the red ball</i>)	a growing repertoire of words and phrases with growing precision (<i>preschool friends, math time, after lunch</i>)	an expanding repertoire of words and phrases including idioms and collocations with expanding precision (<i>hard as a rock</i>)	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>rounding off and finding the mean</i>)

THE WIDA ELD Standard Statements

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

OCEAN ACADEMY CHARTER SCHOOL

Overview

Content Area: Multilingual Learners	
Unit Title: Unit 1 - Working together & Helping others	Duration: 45 days
Grade Level: Third	
Introduction/Unit Focus: This unit centers around the powerful theme of helping others and highlights the many ways individuals can make a positive impact on the world around them. Students will explore what it means to be kind, responsible, and cooperative, and how those traits contribute to strong communities and meaningful relationships. The unit introduces students to the idea that one act of kindness can make a difference, and that even one person with compassion, determination, and perseverance can inspire change and improve the lives of many. Through stories, discussions, and classroom activities, students will learn that kindness is a choice and that their actions matter, no matter how big or small. Another key focus of this unit is community and collaboration. Students will examine how people work together to solve problems, accomplish goals, and support one another. They will learn about the value of teamwork, how to cooperate effectively, and how shared efforts benefit everyone involved. This exploration helps students see themselves not just as individuals, but as important members of a group, classroom, or society. In addition, the unit introduces the concepts of innovation and perseverance, the ability to think creatively and continue trying, even when faced with challenges. Students will reflect on how perseverance helps people overcome obstacles and achieve success, both individually and as part of a group. Finally, the unit discusses leadership, exploring how strong, fair, and respectful leaders can guide others toward shared goals. Students will consider how leadership can take many forms and how everyone, regardless of age or background, has the potential to lead by example. Through rich language experiences and meaningful content, this unit helps students expand their English vocabulary and communication skills while fostering values such as empathy, teamwork, and resilience, essential for both academic success and social development.	
Focus Standards (Major Standards)	
Wida: Grades K-12 THE WIDA ELD STANDARDS	Key Language Uses Multilingual Learners Will...
Standard 1: Social and Instructional Language	ELD-SI.K-3.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Ask questions about what others have shared • Recount and restate ideas ELD-SI.K-3.Inform • Describe characteristics, patterns, or behavior ELD-SI.K-3.Explain • Share initial thinking with others • Offer ideas and suggestions

	ELD-SI.K-3.Argue • Ask questions about others' opinions • Support own opinions with reasons
Standard 2: Language for Language Arts	ELD-LA.2-3.Narrate.Interpretive • Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences ELD-LA.2-3.Narrate.Expressive • Construct language arts narratives that • Orient audience to story ELD-LA.2-3.Inform.Interpretive • Interpret informational texts in language arts by • Identifying main idea and key details ELD-LA.2-3.Inform.Expressive • Construct informational texts in language arts that • Introduce and define topic and/or entity for audience
Standard 3: Language for Mathematics	ELD-MA.2-3.Explain.Interpretive • Interpret mathematical explanations by identifying concept or entity ELD-MA.2-3.Explain.Expressive • Construct mathematical explanations that introduce concept or entity
Standard 5: Language for Social Studies	ELD.SS.2-3.Explain.Interpretive • Interpret social studies explanations by determining types of sources for answering compelling and supporting questions about phenomena or events ELD.SS.2-3.Explain.Expressive • Construct social studies explanations that Introduce phenomena or events • Describe components, order, causes, or cycles ELD.SS.2-3.Argue.Interpretive • Interpret social studies arguments by identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective) ELD.SS.2-3.Argue.Expressive • Construct social studies arguments that introduce topic

Disciplinary Concepts for the Unit:

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

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

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

Standard 8.1 Computer Science

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

Standard 8.2 Design Thinking

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

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

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

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

Diversity and Inclusion

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

1. The instruction shall:

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

race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

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

21st Century Themes and Skills

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

Primary Interdisciplinary Connections:

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A: Identify and know the meaning of the most common prefixes and derivational suffixes.
 - B: Decode words with common Latin suffixes.
 - C: Decode multisyllable words.
 - D: Read grade-appropriate irregularly spelled words.
 - E: Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.3.4. 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.AW.3.1. Write opinion texts to present an idea with reasons and information.
 - A: Introduce an opinion clearly.
 - B: Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.
 - C: Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
 - D: Provide a conclusion related to the opinion presented.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A: Introduce a topic clearly.
 - B: Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
 - C: Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

D: Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).

E: Provide a conclusion related to the information or explanation presented.

- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

A: Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B: Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

C: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

D: Explain their own ideas and understanding in light of the discussion.

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

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

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
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).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

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

Technology spurs new businesses and careers.	8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.
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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,	6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

serving in their community) people can initiate change	
Evidence of Student Learning	
Performance Tasks/Use of Technology: • <i>Interactive Whiteboard</i> • <i>Google Docs/Google Slides</i> • <i>Internet Search</i> • <i>Elmo</i> • <i>Chromebooks</i> • <i>Websites/ Videos</i> ○ <i>Kindness</i> ○ <i>Games Needs and wants</i> ○ <i>Helen Keller</i> ○ <i>Harriet Tubman</i> ○ <i>Environmental activist</i> ○ <i>Agriculture</i> ○ <i>Crops</i>	Other Assessments Formative • Performance/skill demonstration • Student reflection • Do Now • Exit Slips • Observation • Homework/Classwork • Journals • Quizzes • Discussion/Participation Summative • Reading Unit Test • Key Words Unit Test • Grammar Unit Test • Diagnostic Assessment • Have student retell progress • Teachers observations • SGO Assessment Benchmark • SGO Assessment • State Standardized Assessments (WIDA/W-APT) • ACCESS Alternative • Ongoing assessment of skills • Anecdotal notes of skills and competencies for each student • Unit Project- School • Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Learning Targets:
<i>Students will know...</i> • People can make a difference in the lives of others through acts of kindness, responsibility, and leadership. • One person has the power to inspire change and positively impact a community. • Kindness, cooperation, and empathy strengthen relationships and help build strong, supportive communities. • Working together with others helps	<i>Students will be able to...</i> <u>Language Development</u> • Describe people, actions, and events clearly using relevant vocabulary. • Provide and request information through structured conversations. • Ask and answer a variety of questions for clarification and understanding. • Participate respectfully and meaningfully in group discussions. • Speak clearly and confidently using appropriate pacing, volume, and tone.

individuals achieve goals and creates positive outcomes for everyone involved. • Effective teamwork requires listening to others, sharing ideas, and showing respect for different perspectives. • Good leadership encourages collaboration, supports group success, and promotes fairness and inclusion. • Everyone has personal responsibilities, and fulfilling them helps build trust and contribute to a positive environment. • Challenges and obstacles are part of life, and perseverance, effort, and creativity help us overcome them. • Communities thrive when individuals work together, solve problems, and use innovation to achieve shared goals. • Cooperation means working respectfully with others, being open to new ideas, and contributing to group efforts.	• Use gestures, facial expressions, and visual supports to aid communication. • Create and interpret visual images to support comprehension and expression. • Use and reuse academic and social language patterns in context. <u>Phonics & Word Study</u> • Identify and apply letter-sound relationships, including vowel patterns and blends. • Distinguish between uppercase and lowercase letters in reading and writing. • Use decoding strategies to read unfamiliar words. <u>Grammar</u> • Identify and correctly use nouns in oral and written language. • Distinguish between singular and plural nouns and apply correct forms. • Apply grammar structures introduced in the unit to form complete sentences. <u>Reading</u> • Use illustrations and visual elements to support understanding of text. • Recognize and use repeated language patterns to improve fluency and comprehension. • Apply foundational print concepts such as reading left to right, top to bottom, and understanding punctuation. • Identify main ideas and key details in texts related to the unit theme. <u>Writing</u> • Write their full name legibly using correct letter formation. • Illustrate and label drawings to communicate ideas effectively. • Write simple captions for pictures using vocabulary and sentence structures from the unit. • Construct complete sentences using appropriate vocabulary, phonics knowledge, and grammar rules. • Organize ideas in writing with a beginning, middle, and end when appropriate.
Essential Questions:	

• How can one person's kindness make a difference in the lives of others? • What does it mean to be responsible in a community? • Why is working together important to achieve common goals? • How can people overcome challenges and obstacles in their lives? • What qualities make someone a good leader? • How do cooperation and teamwork benefit individuals and communities? • What are some ways we can show kindness and help others every day? • How can innovation and perseverance help us solve problems?	
Suggested Activities	Resources
• Light bulb brain storming • Create an advertisement for a job or task you can perform in the community • Theme charts • Vocabulary builders (example, non-example, word bubbles, word books) • Cultural connection: why do people come together in a community compare and contrast to the story "Mama Panya's Pancakes" • Dialogue writing • Double entry log • Research: traditional foods from another country and compare the list to those of your home country... how are they similar and different • Persuasive letter: About why your product, good or service would be the best • Theme Theater: dramatization of a scene from the story "Mama Panya's Pancakes" • Opinion and evidence chart • Research: types of plants and agriculture that are harvested in your area and categorize them into the 4 seasons • Word detectives • Persuasive letter: Should there be	• National Geographic Reach program • Rosetta Stone • Learning A-Z • Supplemental Materials • Brainpop • Raz-kids • Interactive whiteboard • Chromebooks • Google translate • FUNdations materials • Trade books • Fiction and nonfiction stories • Big Books • TPR • Realia • Extended time • Peer buddies/Bilingual buddies • Brain breaks • Graphic organizers • Songs and Chants • GoNoodle

more or less group activities in class? • Oral language project: persuasive presentation as an environmental activist from our book (Paola Segura, Cid Simones or others) • Persuasive essay: Best way to do something at school or in their community • Academic language frames • Modeling acts of kindness with classmates • Vocabulary builders (example, non-example, bubbles, trifolds) • Story maps • Request and response card games • List: your own personal wants and needs • Brochure: research what resources we have in the community to help those in need and make a brochure, website or slide show. • Community mural with all those that help in our community, how and why. • Before and after comparison charts • Henry Winkler: "Here's Hank" book club • Biography project on an individual who has affect many other • Oral Language Project: About "Here's Hank" book report or biography project • Writing Project: Personal Narrative	
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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 2: Plants & Ecosystems

Duration: 45 days

Grade Level: Third Grade

Introduction/Unit Focus:

This unit focuses on understanding the natural environment and the importance of keeping it

balanced for the health and survival of all living things. Students will explore various types of ecosystems, such as forests, deserts, wetlands, and oceans, and learn how each ecosystem supports different plants and animals. They will investigate how ecosystems rely on a delicate balance between living organisms and their surroundings to thrive.

Students will also study the consequences that can happen when an ecosystem becomes unbalanced, including disruptions to the food chain and harm to plants, animals, and humans. They will learn about factors that can cause these imbalances, such as pollution, habitat destruction, and climate change, helping them understand the impact of human actions on nature.

In addition to ecosystems, this unit delves deeply into the world of plants. Students will examine the diversity of plants around the world and discover how plants grow and adapt to different environments. They will explore the life cycle of plants from seed germination to maturity and understand how environmental factors like sunlight, water, and soil affect plant growth.

Throughout the unit, students will make connections between plants, animals, and their habitats, recognizing how each depends on the other. By understanding these relationships, students will develop an appreciation for the importance of protecting ecosystems and the role humans play in maintaining the balance of the natural world.

Focus Standards (Major Standards)

Wida: Grades K-12 THE WIDA ELD STANDARDS	Key Language Uses Multilingual Learners Will...
Standard 1: Social and Instructional Language	ELD-SI.K-3.Narrate - Connect stories with images and representations to add meaning - discuss has stories my end or next steps ELD-SI.K-3.Inform - Define and classify objects or concepts - Describe parts and wholes ELD-SI.K-3.Explain - Follow and describe cycles in diagrams, steps in procedures, or causes and effects - Compare and contrast objects or concepts ELD-SI.K-3.Argue - Clarify and elaborate ideas based on feedback
Standard 2: Language for Language Arts	ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by - Identifying a central message from key details - Determining the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language ELD-LA.2-3.Narrate.Expressive Construct language arts narratives that - Develop story with time and event

	sequences, complication, resolution, or ending ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by • Describing relationship between a series of events, ideas or concepts, or procedural steps ELD-LA.2-3.Inform.Expressive Construct informational texts in language arts that • Add details to define, describe, compare, and classify topic and/or entity
Standard 3: Language for Mathematics	ELD-MA. 2-3.Explain.Expressive Construct mathematical explanations that • Describe solution and steps used to solve problem with others • State reasoning used to generate solution
Standard 4: Language for Science	ELD-SC.2-3.Explain.Interpretive Interpret scientific explanations by • Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon • Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs ELD-SC.2-3.ExplainExpressive Construct scientific explanations that • Describe observations and/or data about a phenomenon ELD-SC.2.-3.Argue.Interpretive Interpret scientific arguments by • Identifying potential evidence from data, models, and / or information from investigations of phenomena or design solutions • Analyzing whether evidence is relevant or not • Distinguishing between evidence and opinions ELD-SC.2-3.Argue.Expressive Construct scientific arguments that • Introduce topic / phenomenon for an issue related to the Natural and designed world(s)

Standard 5: Language for Social Studies	ELD.SS.2-3.Explain.Interpretive Interpret social studies explanations by - Analyzing sources for event sequences and or causes/effects ELD.SS.2-3.Explain.Expressive Construct social studies explanations that - Describe components, order, causes, or cycles
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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."s.

Primary Interdisciplinary Connections:

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A: Identify and know the meaning of the most common prefixes and derivational suffixes.
 - B: Decode words with common Latin suffixes.
 - C: Decode multisyllable words.
 - D: Read grade-appropriate irregularly spelled words.
 - E: Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.3.4. 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.AW.3.1. Write opinion texts to present an idea with reasons and information.
 - A: Introduce an opinion clearly.
 - B: Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.
 - C: Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
 - D: Provide a conclusion related to the opinion presented.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A: Introduce a topic clearly.
 - B: Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
 - C: Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

D: Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).

E: Provide a conclusion related to the information or explanation presented.

- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

A: Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B: Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

C: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

D: Explain their own ideas and understanding in light of the discussion.

- 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.
- 3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

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)
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.	9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

New Jersey Student Learning Standards: Computer Science and Design Thinking

<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>
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New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
Evidence of Student Learning	
Performance Tasks/Use of Technology: ● <i>Interactive Whiteboard</i> ● <i>Google Docs/Google Slides/Sheets</i> ● <i>Google Earth</i> ● <i>Internet Search</i> ● <i>Chromebooks</i> ● <i>Websites/ Videos</i> ○ <i>Ecosystems</i> ○ <i>Food Chains/Webs</i> ○ <i>Balance</i> ○ <i>Plants:</i> ○ <i>Life cycle</i> ○ <i>Habitats</i>	Other Assessments Formative ● Performance/skill demonstration ● Student reflection ● Do Now ● Exit Slips ● Observation ● Homework/Classwork ● Journals ● Quizzes ● Discussion/Participation Summative ● Reading Unit Test ● Key Words Unit Test ● Grammar Unit Test ● Diagnostic Assessment ● Have student retell progress ● Teachers observations ● W-APT ● SGO Assessment Benchmark ● SGO Assessment ● State Standardized Assessments (WIDA/W-APT) ● ACCESS Alternative ● Ongoing assessment of skills ● Anecdotal notes of skills and competencies for each student ● Unit Project- School ● Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Learning Targets:
<i>Students will know...</i> ● What balance means and why it is essential for nature and ecosystems ● The different parts of an ecosystem and how they connect and depend on each	<i>Students will be able to...</i> <u>Language Skills</u> ● Describe and provide detailed information about topics related to the unit

other • How ecosystems work and the unique characteristics of various ecosystems • The concept of interdependence among plants, animals, and their environments • How changes in balance, whether too much or too little of something, affect nature and living things • The qualities and characteristics that make plants unique and important • How plants grow, change, and complete their life cycles • The diversity of plant species and the environments where they thrive • How plants use energy from the sun to make their own food through photosynthesis • That organisms survive best in environments where their basic needs are met • An understanding of the diversity in the natural world and the importance of protecting it	• Ask and answer questions effectively to engage in conversations • Participate actively in discussions, sharing ideas clearly and respectfully • Speak clearly with appropriate volume, pace, and expression to convey meaning • Use gestures and facial expressions to support communication and understanding • Create visual images through descriptive language to enhance storytelling and explanations • Recognize and reuse common language patterns and structures to build fluency <u>Phonics and Letter Recognition</u> • Identify individual letters and the sounds they represent • Distinguish between uppercase and lowercase letters in reading and writing <u>Grammar</u> • Identify and correctly use nouns within sentences • Differentiate between singular and plural nouns and apply the correct form <u>Reading</u> • Use illustrations and context clues to comprehend and interpret texts • Recognize and apply recurring language patterns to improve reading fluency • Understand and apply basic concepts of print such as reading direction and word spacing <u>Writing</u> • Identify and write their own names legibly • Illustrate pictures and label them with appropriate words • Create captions for images using vocabulary and grammar from the unit • Construct simple sentences that apply unit-specific vocabulary, phonics skills, and grammatical rules
Essential Questions:	
• What does it mean for nature and ecosystems to be balanced?	

• How do plants and animals depend on each other to survive? • What happens when an ecosystem is out of balance? • How do different plants grow and change in their environments? • Why are plants important to the environment and other living things? • How do plants use the sun's energy to make food? • What are the stages of a plant's life cycle? • How can understanding ecosystems help us take care of the environment? • What does interdependence mean, and why is it important in nature?	
Suggested Activities	Resources
• Balance tree • Venn diagrams • Vocabulary builders (example, non-example, word bubbles, window graphic) • Research: categorize animals that are herbivores, carnivores and omnivores • Art: draw a humorous image of too little or too much and write a story to go with in • Journal: what i think, what you think: for each cartoon in "Animals, More of Less". • Research: riddle decoder and explanation • Theme theater: create action figures to act out one of the cartoons in "Animals, More of Less" using action figures and dialogue • Cause and Effect chart: too little too less in nature • Diagramme: Students will create a diagram of a food chain they research on the internet and do a cause and effect • Mural: Students will choose an ecosystem, draw it, label it and describe the different parts • Venn diagram: different ecosystems • Oral language project: narrative presentation of food web and or ecosystem mural • Writing: summary project • Sequence charts for plant life cycles and stories • Research: plant/ leaf eating bugs and the damage it causes plants	• National Geographic Reach program • Rosetta Stone • Learning A-Z • Supplemental Materials • Brainpop • Raz-kids • Interactive whiteboard • Chromebooks • Google translate • FUNdations materials • Trade books • Fiction and nonfiction stories • Big Books • TPR • Realia • Extended time • Peer buddies/Bilingual buddies • Brain breaks • Graphic organizers • Songs and Chants • GoNoodle

- Writing: characteristics
- Poem: Haiku (as a gardener)
- Senses chart
- Research: different locations plants can be found and what plants are there (main idea and details)
- Research: animal families and their diversity
- Compare and contrast text features
- Paragraph writing using image or prompt
- Language project: News report on an amazing plant
- Writing: write like a scientist article

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 3: Matter & Forces of Nature

Duration: 45 days

Grade Level: Third Grade

Introduction/Unit Focus:

This unit helps students build a clear understanding of matter and its connection to the world around them. Students will begin by learning what matter is: the stuff everything is made of and explore how matter can change from one form to another depending on different conditions, such as changes in temperature. For example, they will see how water can change from solid ice to liquid water and then to gas as steam. This hands-on exploration of matter will help students connect science concepts to everyday experiences.

Students will also investigate mixtures, learning how different materials can be combined and how those mixtures behave differently from pure substances. Water, one of the most important substances on Earth, will be a key focus. They will study the properties of water and how it shapes the Earth's surface, creating natural features such as marshlands, swamps, and quicksand. This will help students understand how water is essential not only for life but also for shaping the places where plants, animals, and people live.

The unit also explores powerful natural forces that constantly change our planet. Students will learn about volcanoes, earthquakes, tsunamis, tornadoes, and hurricanes and how these natural events happen, why they occur, and their effects on the land and living things. They will examine both the destructive power of these forces, such as damage to homes and habitats, and their positive contributions, like the creation of fertile soil after volcanic eruptions or the shaping of new landscapes.

Through videos, stories, and observations, students will develop an appreciation for the dynamic nature of Earth and how matter and energy are connected to these changes. This understanding will deepen their awareness of how natural forces influence the environment and affect people's lives around the world.

By the end of the unit, students will be able to explain key scientific ideas about matter and natural forces, recognize changes in the environment caused by these forces, and make connections between science and their daily experiences.

Focus Standards (Major Standards)

Wida: Grades K-12

THE WIDA ELD STANDARDS

Key Language Uses

Multilingual Learners Will...

Standard 1: Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and other's lived experiences and previous learning

ELD-SI.K-3.Inform

- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning

	experiences ELD-SI.K-3.Explain - Follow and describe cycles in diagrams, steps in procedures, or causes and effects - Act on feedback to revise understandings of how or why something works ELD-SI.K-3.Argue - Defend change in one's own thinking - revised one's own opinions based on new information
Standard 2: Language for Language Arts	ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by - Identifying a central message from key details ELD-LA.2-3.Narrate.Expressive Construct language arts narratives that - Engage and adjust for audience ELD-LA.2-3Inform.Interpretive Interpret informational texts in language arts by - Referring explicitly to descriptions for themes and relationships among meanings ELD-LA.2-3Inform.Expressive Construct informational texts in language arts that - Add details to define, describe, compare, and classify topic and/or entity - Develop coherence and cohesion throughout text
Standard 3: Language for Mathematics	ELD-MA. 2-3.Explain.Interpretive Interpret mathematical explanations by - Analyzing plan for problem-solving steps - Evaluating simple pattern or structure ELD-MA.2-3.Argue.Interpretive Interpret mathematics arguments by - Identifying conjectures about what might be true - distinguishing connections among ideas in justifications
Standard 4: Language for Science	ELD-SC.2-3.Explain.Interpretive Interpret scientific explanations by Defining investigable questions or simple

	design problems based on observations, data, and prior knowledge about a phenomenon - Identifying information from observations as well as evidence that supports particular points in explanations ELD-SC.2-3.Explain.Expressive Construct scientific explanations that - Develop a logical sequence between data or evidence and claim - compare multiple solutions to a problem considering how well they made the criteria and constraints of a design solution ELD-SC.2-3.Argue.Expressive Construct scientific arguments that - Make a claim supported by relevant evidence - Establish a neutral tone - Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim
Standard 5: Language for Social Studies	ELD.SS.2-3.Explain.Interpretive Interpret social studies explanations by - Evaluating disciplinary concepts and ideas associated with a compelling or supporting question ELD.SS.2-3.Explain.Expressive Construct social studies explanations that - Generalize possible reasons for development or event
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.	

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 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

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Primary Interdisciplinary Connections:

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for

the answers.

- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
A: Identify and know the meaning of the most common prefixes and derivational suffixes.
B: Decode words with common Latin suffixes.
C: Decode multisyllable words.
D: Read grade-appropriate irregularly spelled words.
E: Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.3.4. 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.AW.3.1. Write opinion texts to present an idea with reasons and information.
A: Introduce an opinion clearly.
B: Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.
C: Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
D: Provide a conclusion related to the opinion presented.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
A: Introduce a topic clearly.
B: Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
C: Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D: Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
E: Provide a conclusion related to the information or explanation presented.
- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
A: Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B: Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
C: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D: Explain their own ideas and understanding in light of the discussion.
- 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- 3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

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.

<i>Core Ideas</i>	<i>Performance Expectations (Identified with Standard Number and statement)</i>
Different digital tools have different purposes.	9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

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

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

<i>Core Ideas</i>	<i>Performance Expectations (Identified with Standard Number and Statement)</i>
Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.	3-ESS2-2: Obtain and combine information to describe climates in different regions of the world.

Evidence of Student Learning

Performance Tasks/Use of Technology: ● <i>Interactive Whiteboard</i> ● <i>Google Docs/Google Slides/Sheets</i> ● <i>Google Earth</i> ● <i>Internet Search</i> ● <i>Chromebooks</i> ● <i>Websites / Videos related to the following</i> ○ <i>Matter:</i> ○ <i>Matter changes:</i> ○ <i>Quick sand</i> ○ <i>Woolly mammoth frozen:</i> ○ <i>Tsunami:</i> ○ <i>Volcanos:</i> ○ <i>Earthquake:</i> ○ <i>Wind:</i>	Other Assessments Formative ● Performance/skill demonstration ● Student reflection ● Do Now ● Exit Slips ● Observation ● Homework/Classwork ● Journals ● Quizzes ● Discussion/Participation Summative ● Reading Unit Test ● Key Words Unit Test ● Grammar Unit Test ● Diagnostic Assessment
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○ <i>Tornados:</i> ○ <i>Hurricanes:</i> ○ <i>Water:</i>	● Have student retell progress ● Teachers observations ● W-APT ● SGO Assessment Benchmark ● SGO Assessment ● State Standardized Assessments (WIDA/W-APT) ● ACCESS Alternative ● Ongoing assessment of skills ● Anecdotal notes of skills and competencies for each student ● Unit Project- School ● Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Learning Targets:
<i>Students will know...</i> ● Matter exists in different forms and phases, such as solids, liquids, and gases. ● Temperature affects matter and can cause it to change from one form to another. ● All matter is made up of tiny atoms that are always moving, even though we cannot see them. ● Mixtures form when different materials combine, creating new substances with unique properties. ● Water has different characteristics depending on its form (solid, liquid, gas). ● The Earth's surface includes many extreme and diverse landscapes shaped by natural forces. ● Natural forces like volcanoes, tsunamis, earthquakes, tornadoes, and hurricanes have the power to change the land. ● Volcanoes are fascinating natural phenomena that shape the Earth through eruptions. ● Tsunamis are powerful waves driven by underwater forces and can dramatically affect coastal land. ● Nature's forces can impact living things and the environment in both positive and negative ways. ● Some natural forces are stronger than others, and understanding their power helps us better appreciate our world. ● We study and compare organisms, places, ideas, and events to better	<i>Students will be able to...</i> <u>Language Skills</u> ● Describe objects, events, and ideas using appropriate vocabulary ● Give clear and detailed information about topics studied ● Ask and answer questions to deepen understanding ● Participate actively and confidently in group discussions ● Speak clearly with correct pronunciation and appropriate pacing ● Use gestures and facial expressions to support communication ● Create and interpret visual images to enhance meaning ● Recognize and apply common language patterns, and use them in new contexts <u>Phonics</u> ● Identify letters and associate them with their correct sounds ● Differentiate between uppercase and lowercase letters in reading and writing <u>Grammar</u> ● Identify and use nouns correctly in sentences ● Differentiate between singular and plural forms of nouns

understand and make sense of the world around us.	● Construct simple sentences using appropriate grammar structures <u>Reading</u> ● Use illustrations and pictures to aid comprehension ● Recognize and apply familiar language patterns in reading texts ● Understand and use basic concepts of print, such as reading left to right and top to bottom <u>Writing</u> ● Identify and write their own names legibly ● Illustrate pictures related to the topic and add labels to describe them ● Create captions for given pictures using appropriate vocabulary and sentence structure ● Write simple sentences applying vocabulary, phonics knowledge, and grammatical skills learned in the unit
Essential Questions:	
● What is matter, and how can it change from one form to another? ● How does temperature affect matter and the way it looks or feels? ● What are mixtures, and how do they form? ● What natural forces like volcanoes, tsunamis, and earthquakes change the earth? ● How do these natural forces affect people, animals, and the land around them? ● How can I use new words and sentences to describe what I observe about matter and nature?	
Suggested Activities	Resources
● Language Frames ● Vocabulary builders: fold tab, 4 square, bubbles, word web ● Character chart plot skit ● Research: different extreme weather and create a google slide about it ● Experiment: solid and liquid	● National Geographic Reach program ● Rosetta Stone ● Learning A-Z ● Supplemental Materials ● Brainpop ● Raz-kids

- Non fiction reading fact cards
- Write and email to school newspaper readers convincing them to read the article "Saved in Ice"
- Theme Theater: scripted performance of "Melt the Snow"
- Experiment: creating a wetland/marsh and other mixtures
- Scientific journal entries
- Research and present: quicksand
- Writing: create a mini-story about an individual who encounters quicksand and dialoguing between another person on how to solve the situation
- Oral Language Project: Have students create interview questions for a person in their life. Have students interview people and report back to the class.
- Experiment: volcanos
- Research: famous volcanic eruptions (Hawaii, Mt. St. Helen, Pompe)
- Writing: news report on erupting volcano
- Writing: photo essay (volcano images and captions)
- Oral language project: informational presentation on volcanoes
- Project: create emergency kits for earthquake
- Experiment: earthquakes and gram crackers for plate tectonics
- Venn diagram: compare and contrast wave types
- Writing: how a force of nature has affected you or your area
- Theme theater: "Selvakumar Knew Better" reenact parts of the story through the animal's perspective
- Writing: research report

- Interactive whiteboard
- Chromebooks
- Google translate
- FUNdations materials
- Trade books
- Fiction and nonfiction stories
- Big Books
- TPR
- Realia
- Extended time
- Peer buddies/Bilingual buddies
- Brain breaks
- Graphic organizers
- Songs and Chants
- GoNoodle

Suggested Options for Differentiation

Accommodations and Modifications:

Multilingual Learners:

Students will be supported according to the recommendations for "can do's" as outlined by WIDA <https://wida.wisc.edu/teach/can-do/descriptors>.

- Bi-lingual buddies
- Build Background knowledge/Vocabulary
- Calendars

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

Special Education

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

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

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

Students with 504 Plans

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

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

Gifted and Talented

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

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

Students at Risk of School Failure

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

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

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

Diversity and Inclusion:

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

Core Instructional and Supplemental Materials

- Big Books
- Classroom library resources
- FUNdations Materials
- 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: Traditions & Tools to Persevere and Achieve

Duration: 45 days

Grade Level: Third Grade

Introduction/Unit Focus:

This unit explores the important themes of community, cooperation, and cultural heritage. Students will learn about the many ways people work together to achieve common goals, emphasizing the benefits and rewards that come from teamwork and collaboration. They will also discover how innovation and perseverance play key roles in overcoming challenges and successfully completing tasks. Leadership is another important focus, helping students understand how strong leaders inspire and guide individuals and communities toward achieving their objectives.

In addition to community and cooperation, this unit highlights the value of tradition and heritage. Students will explore why preserving cultural traditions is important and learn about different types of traditions from around the world. The unit features storytelling, music, and artistic heritage as vital ways cultures express themselves and pass down their history. Through examples of influential individuals such as Celia Cruz, students will gain insight into how cultural heritage shapes identity and connects people across generations.

The unit includes a rich variety of cultural traditions, representing diverse backgrounds such as Native American, Hawaiian, Cuban, and many others. By studying these cultures, students will develop an appreciation for the diversity within communities and learn to celebrate the unique contributions of each culture. This comprehensive exploration encourages students to see themselves as active members of their own communities while respecting and valuing the traditions of others.

Focus Standards (Major Standards)

**Wida: Grades K-12
THE WIDA ELD STANDARDS**

Key Language Uses

Multilingual Learners Will...

Standard 1: Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning

ELD-SI.K-3.Inform

- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

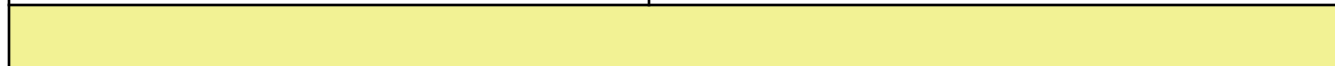
- Compare and contrast objects or concepts

ELD-SI.K-3.Argue

- Ask questions about others' opinions

	• Support own opinions with reasons
Standard 2: Language for Language Arts	ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by • Identifying how character attributes and actions contribute to an event sequences • Determining the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language ELD-LA.2-3.Narrate.Expressive Construct language arts narratives that • Develop story with time and event sequences, complication, resolution, or ending ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by • Describing relationship between a series of events, ideas or concepts, or procedural steps ELD-LA.2-3.Inform.Expressive Construct informational texts in language arts that • Develop coherence and cohesion throughout text
Standard 3: Language for Mathematics	ELD-MA.2-3.Argue.Interpretive Interpret mathematics arguments by • Extracting mathematical operations and facts from solution strategies to create generalizations ELD-MA.2-3.Argue.Expressive Construct mathematical arguments that: • Create conjecture using definitions • Generalize commonalities across cases • Justified conclusion steps and strategies in simple patterns • Identify and respond to others arguments
Standard 5: Language for Social Studies	ELD.SS.2-3.Explain.Interpretive Interpret social studies explanations by • Evaluating disciplinary concepts and ideas associated with a compelling or supporting

	question ELD.SS.2-3.Explain.Expressive Construct social studies explanations that • Generalize possible reasons for a development or event ELD.SS.2-3.Argue.Interpretive Interpret social studies arguments by • Analyzing relevant information from one or two sources to develop claims in response to compelling questions • Evaluating source credibility based on distinctions between fact and opinion ELD.SS.2-3.Argue.Expressive Construct social studies arguments that • Select relevant information to support claims with evidence from one or more sources • Show relationships between claim, evidence, and reasoning
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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:

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A: Identify and know the meaning of the most common prefixes and derivational suffixes.
 - B: Decode words with common Latin suffixes.
 - C: Decode multisyllable words.
 - D: Read grade-appropriate irregularly spelled words.
 - E: Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.3.4. 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.AW.3.1. Write opinion texts to present an idea with reasons and information.

A: Introduce an opinion clearly.

B: Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.

C: Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.

D: Provide a conclusion related to the opinion presented.

- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A: Introduce a topic clearly.

B: Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.

C: Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

D: Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).

E: Provide a conclusion related to the information or explanation presented.

- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

A: Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B: Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

C: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

D: Explain their own ideas and understanding in light of the discussion.

- 6.1.5.GeoGl.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 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.

<i>Core Ideas</i>	<i>Performance Expectations (Identified with Standard Number and statement)</i>
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).
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	
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	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.
New Jersey Student Learning Standards: Climate Change Mandate	
<i>Core Ideas</i>	<i>Performance Expectations (Identified with Standard Number and Statement)</i>
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.
Evidence of Student Learning	
Performance Tasks/Use of Technology: ● <i>Interactive Whiteboard</i> ● <i>Google Docs/Google Slides/Sheets</i> ● <i>Google Earth</i> ● <i>Internet Search</i> ● <i>Elmo</i> ● <i>Chromebooks</i> ● <i>Websites/ Videos related to:</i> ○ <i>Environmental activist</i> ○ <i>Agriculture</i> ○ <i>Crops</i> ○ <i>Cultural heritage</i> ○ <i>Cultures</i> ○ <i>Musics Latin/ blues</i> ○ <i>Traditions/Crafts</i>	Other Assessments Formative ● Performance/skill demonstration ● Student reflection ● Do Now ● Exit Slips ● Observation ● Homework/Classwork ● Journals ● Quizzes ● Discussion/Participation Summative ● Reading Unit Test ● Key Words Unit Test ● Grammar Unit Test ● Diagnostic Assessment ● Have student retell progress ● Teachers observations ● W-APT ● SGO Assessment

	Benchmark ● SGO Assessment ● State Standardized Assessments (WIDA/W-APT) ● ACCESS Alternative ● Ongoing assessment of skills ● Anecdotal notes of skills and competencies for each student ● Unit Project- School ● Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Essential Questions:
<i>Students will know...</i> ● What a community is and how people work together within it ● Different ways to accomplish tasks through cooperation and teamwork ● The positive benefits of working together and listening to new ideas ● The importance of innovation and how it helps solve problems ● What cooperation looks like in action ● The qualities of good leadership and its impact on communities ● What heritage means and why it is important to preserve traditions ● How musical heritage expresses culture and connects people ● How artists and storytellers share and preserve traditions ● The link between music, art, culture, and storytelling ● Different traditions from various cultures around the world ● Everyone has a unique culture that shapes their view of themselves, others, and the world ● Culture influences how we understand and relate to the world around us.	<i>Students will be able to...</i> <u>Language Skills</u> ● Describe people, places, and events using clear and detailed information ● Ask and answer questions to gather and share information ● Participate actively in discussions with peers and teachers ● Speak clearly and at an appropriate pace for effective communication ● Use gestures and facial expressions to support meaning ● Create and interpret visual images to enhance understanding ● Recognize, use, and practice common language patterns in conversations and writing <u>Phonics and Alphabet Knowledge</u> ● Identify letters and the sounds they represent ● Differentiate between uppercase and lowercase letters <u>Grammar</u> ● Identify and use nouns correctly ● Distinguish between singular and plural nouns <u>Reading Skills</u> ● Use illustrations and visual cues to understand texts ● Recognize and apply language patterns to support comprehension

	- Understand and use basic concepts of print, such as reading left to right and top to bottom <u>Writing Skills</u> - Identify and write their own name legibly - Illustrate and label pictures to support written ideas - Create captions for images using vocabulary and grammar from the unit - Write simple sentences that demonstrate understanding of new vocabulary, phonics rules, and grammatical concepts
Essential Questions:	
- How can working together help us accomplish tasks and achieve goals? - What are the benefits of cooperation and what does it look like in a community? - How can perseverance and innovation help us solve problems and succeed? - What are traditions, and why is it important to preserve them? - How do music, art, and storytelling help us share and understand different cultures? - How can leadership influence the success of a community or group?	
Suggested Activities	Resources
- Light bulb brain storming - Create an advertisement for a job or task you can perform in the community - Theme charts - Vocabulary builders (example, non-example, word bubbles, word books) - Cultural connection: why do people come together in a community compare and contrast to the story "Mama Panya's Pancakes" - Dialogue writing - Double entry log - Research: traditional foods from another country and compare the list to those of your home country... how are they similar and different - Persuasive letter: About why your product, good or service would be the best	- National Geographic Reach program - Rosetta Stone - Learning A-Z - Supplemental Materials - Brainpop - Raz-kids - Interactive whiteboard - Chromebooks - Google translate - FUNDations materials - Trade books - Fiction and nonfiction stories - Big Books - TPR - Realia - Extended time - Peer buddies/Bilingual buddies - Brain breaks - Graphic organizers - Songs and Chants

- Theme Theater: dramatization of a scene from the story "Mama Panya's Pancakes"
- Opinion and evidence chart
- Research: types of plants and agriculture that are harvested in your area and categorize them into the 4 seasons
- Word detectives
- Persuasive letter: Should there be more or less group activities in class
- Oral language project: persuasive presentation as an environmental activist from our book (Paola Segura, Cid Simones or others)
- Persuasive essay: Best way to do something at school or in their community
- Research Project: famous singer or writer you love and do a biography project on them
- Classify checklist: speaking and content
- Writing: song lyrics (expressive and feelings like the blues)
- Writing: biography paragraph
- Theme Theater: reciting a song you created or from a favorite artist
- Project: spood fish
- Writing: how to: reciting and following directions
- Experiment: draw a rainbow bridge
- Oral language project: instructions
- Writing: interview

- 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: