

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Mary E. Roberts Elementary School
Multilingual Learners Program*

**English as a Second Language
*1st Grade***

Date : August 31st, 2023

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[Course Description and Fundamental Concepts](#)

The Multilingual Learners curriculum is a developmental English language program designed for students whose first language is not English. The New Jersey Student Learning Standards as well as the WIDA English Language Proficiency Standards, provide the context of the ESL curriculum in grades K-12. The curriculum emphasizes 21st century world content of social studies, science and mathematics through a literacy lens.

Emphasis is placed on the development of English language proficiency in the **four language domains**: *listening, speaking, reading and writing* and across the **five levels of language proficiency**: *Entering, Developing, Emerging, Expanding and Bridging*. For learning to occur, language must be comprehensible and just beyond the current ability level (i+1) (Krashen, 1982).

English language development takes place over multiple years, is variable and is dependent on many factors including age, maturation, classroom experiences, motivation and attitude.

New Jersey Student Learning Standards (NJSLs)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

| Standard # | Standard Description |
|---------------------|---|
| NJSLSA.R1. | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| NJSLSA.R2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| NJSLSA.R4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| NJSLSA.R9. | Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| NJSLSA.R.10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| RL.1.1. | Ask and answer questions about key details in a text. |
| RL.1.3. | Describe characters, settings, and major event(s) in a story, using key details. |
| RL.1.2. | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| RL.1.6. | Identify who is telling the story at various points in a text. |
| RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
| RL.1.9. | Compare and contrast the adventures and experiences of characters in stories. |
| RL.1.10. | With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. |
| RI.1.1. | Ask and answer questions about key details in a text. |
| RI.1.2. | Identify the main topic and retell key details of a text |
| RI.1.3. | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |

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| RI.1.4. | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| RI.1.5. | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| RI.1.7. | Use the illustrations and details in a text to describe its key ideas. |
| RI.1.9. | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| RI.1.10. | With prompting and support, read informational texts at grade level text complexity or above. |
| RF.1.1. | Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| RF.1.2. | Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
| RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Distinguish long and short vowels when reading regularly spelled one-syllable words. E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. |
| RF.1.4. | 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. |
| NJSLSA.W2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| NJSLSA.W3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| NJSLSA.W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| NJSLSA.W5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| NJSLSA.W6. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| NJSLSA.W7. | Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation. |
| NJSLSA.W9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| NJSLSA.W10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| W.1.2. | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| W.1.3. | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. |
| W.1.6. | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| W.1.8. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| NJSLSA.SL1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| NJSLSA.SL4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| NJSLSA.SL6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. |

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| SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| SL.1.3. | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| SL.1.4. | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| NJSLSA.L1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| NJSLSA.L2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| NJSLSA.L3. | . Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| NJSLSA.L4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| NJSLSA.L5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| NJSLSA.L6. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression |
| L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters. B. Use common, proper, and possessive nouns. C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). F. Use frequently occurring adjectives. G. Use frequently occurring conjunctions (e.g., and, but, or, so, because). H. Use determiners (e.g., articles, demonstratives). I. Use frequently occurring prepositions (e.g., during, beyond, toward). J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |

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| L.1.2. | . Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize dates and names of people. B. Use end punctuation for sentences. C. Use commas in dates and to separate single words in a series. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
| L.1.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). |
| L.1.5. | With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). C. Identify real-life connections between words and their use (e.g., note places at home that are cozy). D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. |
| L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

WIDA Standards

| Standard # | Standard Description |
|------------|--|
| 1 | <i>English language learners communicate for Social and Instructional Purposes within the school setting.</i> |
| 2 | <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</i> |
| 3 | <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</i> |
| 4 | <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</i> |

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| 5 | <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</i> |
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Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

| Unit Addressed | Core Idea | Standard / Description |
|----------------|---|--|
| 1, 3, 6, 7 | Different types of jobs require different knowledge and skills. | 9.2.2.CAP.1: <i>Make a list of different types of jobs and describe the skills associated with each job.</i> |
| 3 | Income is received from work in different ways including regular payments, tips, commissions, and benefits. | 9.2.2.CAP.2: <i>Explain why employers are willing to pay individuals to work.</i> |
| 3 | There are benefits and drawbacks to being an entrepreneur. | 9.2.2.CAP.3: <i>Define entrepreneurship and social entrepreneurship.</i> 9.2.2.CAP.4: <i>List the potential rewards and risks to starting a business.</i> |

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

| By Grade 2 | | |
|----------------|--|---|
| Unit Addressed | Core Idea | Standard / Description |
| 5, 7 | Creativity and Innovation: Brainstorming can create new, innovative ideas. | 9.4.2.CI.1: <i>Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</i> 9.4.2.CI.2: <i>Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</i> |

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| 3, 6, 8 | Critical Thinking and Problem-solving: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. | <i>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2)</i> <i>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</i> <i>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</i> |
| 7 | Digital Citizenship: Digital artifacts can be owned by individuals or organizations. | <i>9.4.2.DC.1: Explain differences between ownership and sharing of information.</i> <i>9.4.2.DC.2: Explain the importance of respecting digital content of others.</i> |
| 1, 7 | Digital Citizenship: Individuals should practice safe behaviors when using the Internet. | <i>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).</i> <i>9.4.2.DC.4: Compare information that should be kept private to information that might be made public</i> |
| 7 | Digital Citizenship: An individual's digital footprint reflects the various actions an individual makes online, both positive and negative. | <i>9.4.2.DC.5: Explain what a digital footprint is and how it is created.</i> |
| 7 | Digital Citizenship: Digital communities allow for social interactions that can result in positive or negative outcomes. | <i>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</i> |
| 2, 6 | Digital Citizenship: Young people can have a positive impact on the natural world in the fight against climate change. | <i>9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).</i> |
| 1-8 | Global and Cultural Awareness: Individuals from different cultures may have different points of view and experiences. | <i>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</i> |
| 1-8 | Information and Media Literacy: Digital tools and media resources provide access to vast stores of information that can be searched | <i>9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource</i> |

| | | |
|---------|--|---|
| 1-8 | Information and Media Literacy: Digital tools can be used to display data in various ways. | <i>9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).</i> |
| 2, 6, 7 | Information and Media Literacy: A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes. | <i>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).</i> |
| 3, 5, 8 | Information and Media Literacy: Information is shared or conveyed in a variety of formats and sources. | <i>9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).</i> |
| 3, 7 | Technology Literacy: Digital tools have a purpose. | <i>9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 9.4.2.TL.5: Describe the difference between real and virtual experiences. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5).</i> |
| 7 | Technology Literacy: Collaboration can simplify the work an individual has to do and sometimes produce a better product | <i>9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).</i> |

Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#)) *Crosswalk with old VPA Integration Chart*

List appropriate units below for which standards (1.1 through 1.5) may be addressed

| Unit Addressed | Artistic Process | Anchor Standard |
|-----------------------|--|---|
| 1, 5, 7 | Creating | <i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i> |
| 3, 7, 8 | Connecting | <i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i> |
| 3, 4, 6 | Performing/ Presenting/ Producing | <i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i> |
| 7 | Responding | <i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i> |

Pacing Guide (All Dates are approximate based on the school calendar)

| Unit/ Topic | Month (w/Approx number of Teaching Days) |
|-------------------------------------|--|
| Unit 1: My Family | September (~19 days) |
| Unit 2: Shoot for the Sun | October (~19 days) |
| Unit 3: To Your Front Door | November (~16 days) |
| Unit 4: Growing and Changing | December (~15 days) |
| Unit 5: Creature Features | January (~18 days) |
| Unit 6: Up In the Air | February (~18 days) |
| Unit 7: Then and Now | March/April (~15-20 days) |
| Unit 8: Get out the Map! | May/June (~15-20 days) |

Units Scope and Sequence

Unit Name: My Family

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - RL.1.1; RL.1.3; RL.1.4; RL.1.5; RL.1.7; RL.1.9; RL.1.10; RI.1.1; RI.1.2; RI.1.7; RI.1.10; RF.1.1a; RF.1.2b; RF.1.2c; RF.1.2.d; RF.1.3b; RF.1.3f; RF.1.4a; RF.1.4b; RF.1.4c; W.1.3; W.1.5; W.1.8; SL.1.1a; SL.1.1b; SL.1.1c; SL.1.2; SL.1.4; SL.1.6; L.1.1a; L.1.1e; L.1.1f; L.1.1g; L.1.1j; L.1.2b; L.1.2d; L.1.2e; L.1.4b; L.1.4c; L.1.5a; L.1.5b; L.1.5c; L.1.6](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What makes a family?
- Who is in my family tree?
- What is a routine?
- What are the parts of a story?

Learning Objectives

Students will be able to...

- Identify family members using target vocabulary
- Organize a family tree using a visual model
- Describe daily activities done during the day
- Format a short letter to a family or friend
- Apply newly learned vocabulary in context in writing and speaking
- Identify story elements within a fictional text

Unit Name: Shoot for the Sun: Living and Nonliving Things

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.1.1; RL.1.4; RL.1.5; RL.1.9; RL.1.6; RL.1.10; RI.1.1; RI.1.2; RI.1.3; RI.1.4; RI.1.5; RI.1.6; RI.1.7; RI.1.9; RI.1.10; RF.1.1a; RF.1.2.d; RF.1.2a; RF.1.2b; RF.1.2c; RF.1.3a; RF.1.3b; RF.1.4a; RF.1.4b; W.1.1; W.1.5; SL.1.1a; SL.1.1b; SL.1.1c; SL.1.2; SL.1.3; SL.1.4; L.1.1a; L.1.1e; L.1.1i; L.1.1j; L.1.2a; L.1.2d; L.1.2e; L.1.4b; L.1.4c; L.1.5a; L.1.5c; L.1.6*

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- When is something alive?
- How can I tell the difference between living and nonliving things?
- What do plants need in order to live?
- What do humans need in order to live?

Learning Objectives

Students will be able to...

- Make comparisons between two things using adjectives
- Label parts of a plant using a word bank
- Create a list within a category
- Sort things as living or nonliving using a checklist for support
- Apply newly learned vocabulary in context in writing and speaking
- Describe likes and dislikes in speaking and writing
- Discuss what plants need to live

Unit Name: To Your Front Door: Goods and Services

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.1.2; RL.1.3; RL.1.7; RL.1.9; RL.1.6; RL.1.10; RI.1.1; RI.1.2; RI.1.3; RI.1.4; RI.1.5; RI.1.6; RI.1.7; RI.1.8; RI.1.9; RI.1.10; RF.1.1a; RF.1.2.d; RF.1.2b; RF.1.3a; RF.1.3b; RF.1.3f; RF.1.4a; RF.1.4b; RF.1.4c; W.1.1; W.1.5; W.1.7; W.1.8; SL.1.1a; SL.1.1c; SL.1.4; L.1.1a; L.1.1f; L.1.1g; L.1.1j; L.1.2d; L.1.2e; L.1.4a; L.1.4c; L.1.5a; L.1.5c; L.1.6*

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- How do we get what we need?
- What is the difference between a need and a want?
- What is the difference between a good and a service?
- What are ways I can pay for things?

Learning Objectives

Students will be able to...

- Make requests and ask for needs and wants in speaking and writing
- Categorize items as wants or needs
- Create a list within a category
- Discuss ways things are transported and name types of transportation
- Apply newly learned vocabulary in context in writing and speaking
- Describe likes and dislikes in speaking and writing
- Identify American coins and dollars
- Add and subtract small amounts of money with the intention to buy items

Unit Name: Growing and Changing: Animal Life Cycles

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - [RL.1.2](#); [RL.1.3](#); [RL.1.5](#); [RL.1.9](#); [RL.1.10](#); [RI.1.1](#); [RI.1.2](#); [RI.1.3](#); [RI.1.5](#); [RI.1.6](#); [RI.1.7](#); [RI.1.8](#); [RI.1.9](#); [RI.1.10](#); [RF.1.1a](#); [RF.1.2.d](#); [RF.1.2b](#); [RF.1.3b](#); [RF.1.3e](#); [RF.1.3f](#); [RF.1.4a](#); [RF.1.4b](#); [W.1.2](#); [W.1.5](#); [W.1.6](#); [W.1.7](#); [W.1.8](#); [SL.1.1a](#); [SL.1.1b](#); [SL.1.1c](#); [SL.1.2](#); [SL.1.4](#); [L.1.1a](#); [L.1.1c](#); [L.1.1e](#); [L.1.1f](#); [L.1.1g](#); [L.1.1j](#); [L.1.2b](#); [L.1.2d](#); [L.1.2e](#); [L.1.4b](#); [L.1.4c](#); [L.1.5c](#); [L.1.6](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- How do animals change as they grow?
- How can I tell fact from fiction?
- How are plants and humans interdependent?
- How are animal changes similar or different to one another?

Learning Objectives

Students will be able to...

- Sequence events in order using transition words
- Differentiate fiction from nonfiction text
- Discuss and recall facts found in nonfiction text
- Apply newly learned vocabulary in context in writing and speaking
- Describe likes and dislikes in speaking and writing
- Sort a series of events from beginning to end using context clues in pictures and captions
- Write about an important moment or experience using transition words

Unit Name: Creature Features: Animals

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - [RL.1.1](#); [RL.1.2](#); [RL.1.3](#); [RL.1.7](#); [RL.1.9](#); [RL.1.6](#); [RL.1.10](#); [RI.1.1](#); [RI.1.2](#); [RI.1.3](#); [RI.1.4](#); [RI.1.7](#); [RI.1.8](#); [RI.1.9](#); [RI.1.10](#); [RF.1.1a](#); [RF.1.2.d](#); [RF.1.2b](#); [RF.1.3b](#); [RF.1.3c](#); [RF.1.3g](#); [RF.1.4a](#); [RF.1.4b](#); [RF.1.4c](#); [W.1.3](#); [W.1.5](#); [W.1.7](#); [W.1.8](#); [SL.1.1a](#); [SL.1.1b](#); [SL.1.1c](#); [SL.1.2](#); [SL.1.4](#); [L.1.1a](#); [L.1.1b](#); [L.1.1d](#); [L.1.1f](#); [L.1.1j](#); [L.1.2d](#); [L.1.2e](#); [L.1.4a](#); [L.1.4b](#); [L.1.5a](#); [L.1.5c](#); [L.1.5d](#); [L.1.6](#)

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Fundamental Concepts / Big Ideas

- How are animals different?
- How do adaptations help animals?
- How are animals similar?
- How does an animal's environment help/hurt them?

Learning Objectives

Students will be able to...

- Make comparisons between different animals using target vocabulary
- Apply newly learned vocabulary in context in writing and speaking
- Express similarities and differences between two things
- Explain how adaptations help animals stay safe
- Make predictions, draw conclusions and inferences from a graphic
- Describe animals using size, color, and shape adjectives

Unit Name: Up in the Air: Weather

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.1.1; RL.1.5; RL.1.7; RL.1.9; RL.1.6; RL.1.10; RI.1.1; RI.1.2; RI.1.3; RI.1.4; RI.1.5; RI.1.6; RI.1.7; RI.1.8; RI.1.9; RI.1.10; RF.1.1a; RF.1.2.d; RF.1.2b; RF.1.2c; RF.1.3b; RF.1.3c; RF.1.4a; RF.1.4b; RF.1.4c; W.1.3; W.1.5; W.1.8; SL.1.1a; SL.1.1c; SL.1.2; SL.1.4; L.1.1a; L.1.1b; L.1.1e; L.1.1g; L.1.1j; L.1.2d; L.1.2e; L.1.4a; L.1.4b; L.1.5a; L.1.5c; L.1.6*

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[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What's wild about weather?
- How does one event affect other events?
- Why is knowing about the weather so important?

Learning Objectives

Students will be able to...

- Apply newly learned vocabulary in context in writing and speaking
- Recognize and create compound words using picture supports
- Classify types of weather with seasons
- Determine cause and effect in a series of events
- Identify the problems and solutions in fictional and non-fiction texts

Unit Name: Then and Now: Communication

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - [RL.1.1](#); [RL.1.2](#); [RL.1.3](#); [RL.1.4](#); [RL.1.7](#); [RL.1.9](#); [RL.1.10](#); [RI.1.3](#); [RI.1.5](#); [RI.1.6](#); [RI.1.7](#); [RI.1.10](#); [RF.1.1a](#); [RF.1.2.d](#); [RF.1.2a](#); [RF.1.2b](#); [RF.1.2c](#); [RF.1.3b](#); [RF.1.3c](#); [RF.1.3d](#); [RF.1.3e](#); [RF.1.3g](#); [RF.1.4a](#); [RF.1.4b](#); [W.1.3](#); [W.1.5](#); [W.1.6](#); [SL.1.1a](#); [SL.1.2](#); [SL.1.4](#); [L.1.1a](#); [L.1.1f](#); [L.1.1i](#); [L.1.1j](#); [L.1.2d](#); [L.1.2e](#); [L.1.4b](#); [L.1.5a](#); [L.1.5b](#); [L.1.5c](#); [L.1.6](#)

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[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What's the difference between then and now?
- How have things changed over time?
- What's the difference between a topic and a main idea?
- How do people communicate information?
- What can we learn from our elders?

Learning Objectives

Students will be able to...

- Apply newly learned vocabulary in context in writing and speaking
- Use metalinguistic awareness to draw connections between L1 and L2 when discussing prefixes
- Differentiate present tense and past tense verbs
- Determine character feelings by looking at dialogue, thoughts, and actions
- Explain how new technology has helped humans

Unit Name: Get out the Map!

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.1.1; RL.1.2; RL.1.4; RL.1.7; RL.1.10; RI.1.1; RI.1.3; RI.1.5; RI.1.6; RI.1.9; RF.1.1a; RF.1.2.d; RF.1.2b; RF.1.3b; RF.1.3d; RF.1.3e; RF.1.3f; RF.1.4a; RF.1.4b; RF.1.4c; W.1.2; W.1.5; SL.1.1a; SL.1.1c; SL.1.2; SL.1.4; L.1.1a; L.1.1f; L.1.1j; L.1.2d; L.1.2e; L.1.4b; L.1.5a; L.1.5b; L.1.5c; L.1.6*

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[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- Why do we need maps?
- How do you ask for and give directions?
- How are fairy tales told similarly and differently between cultures?
- What do certain signs and symbols mean?

Learning Objectives

Students will be able to...

- Apply newly learned vocabulary in context in writing and speaking
- Use metalinguistic awareness to draw connections between L1 and L2 when discussing suffixes
- Identify the problems and solutions in fictional and non-fiction texts
- Use a compass rose and map key to find landmarks on a map
- Ask and answer questions about locations of places on a map
- Explain location of places on a map using prepositions
- Explain the meaning of symbols and signs found around a community
- Discuss similarities and differences between two cultural versions of fairy tales

Please contact the Content Supervisor for any questions.