

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

*Mary E. Roberts Elementary School
Multilingual Learners Program*

*English as a Second Language
Kindergarten*

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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.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.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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
RL.K.1.	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.2.	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4.	Ask and answer questions about unknown words in a text.
RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5.	Identify the front cover, back cover, and title page of a book.
RI.K.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RF.K.1.	Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read high-frequency and sight words with automaticity. D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
RF.K.4.	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. A. Read emergent-readers with purpose and understanding. B. Read grade level text for purpose and understanding.
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

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.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.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.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.
SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten 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 and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.
SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly
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.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). F. Produce and expand complete sentences in shared language activities.
L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun I. B. Recognize and name end punctuation. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings. A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). C. Identify real-life connections between words and their use (e.g., note places at school that are colorful). D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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>
5	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</i>

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))
List appropriate units below for which standards will be addressed

By Grade 2		
Unit Addressed	Core Idea	Standard / Description
2, 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>

2, 6, 7	Income is received from work in different ways including regular payments, tips, commissions, and benefits.	9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
6, 7	There are benefits and drawbacks to being an entrepreneur.	9.2.2.CAP.3: Define entrepreneurship and social entrepreneurship. 9.2.2.CAP.4: List the potential rewards and risks to starting a business.

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
2, 3, 5, 6, 7, 8	Creativity and Innovation: Brainstorming can create new, innovative ideas.	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
4, 5, 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.	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-ETSI-1, 6.3.2.GeoGI.2) 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). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
2, 6	Digital Citizenship: Digital artifacts can be owned by individuals or organizations.	9.4.2.DC.1: Explain differences between ownership and sharing of information. 9.4.2.DC.2: Explain the importance of respecting digital content of others.
6	Digital Citizenship: Individuals should practice safe behaviors when using the Internet.	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). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public

6, 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>
6	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>
4, 5	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, 2, 6	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>
4, 5	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>
2	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>
4, 5, 8	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>
4, 6, 7,	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>

5	Technology Literacy: Digital tools have a purpose.	<p>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).</p> <p>9.4.2.TL.2: Create a document using a word processing application.</p> <p>9.4.2.TL.3: Enter information into a spreadsheet and sort the information.</p> <p>9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.</p> <p>9.4.2.TL.5: Describe the difference between real and virtual experiences.</p> <p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</p>
7, 8	Technology Literacy: Collaboration can simplify the work an individual has to do and sometimes produce a better product	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).

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

6	Responding	<i>Anchor Standard 7: Perceiving and analyzing products.</i> <i>Anchor Standard 8: Applying criteria to evaluate products.</i> <i>Anchor Standard 9: Interpreting intent and meaning.</i>
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Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Unit 1: Step into School	September (~19 days)
Unit 2: My Family and Me	October (~19 days)
Unit 3: Visit the Farm!	November (~16 days)
Unit 4: All Kinds of Plants	December (~15 days)
Unit 5: Wind, Rain & Snow	January (~18 days)
Unit 6: It's Our Town	February (~18 days)
Unit 7: On the Job	March/April (~15-20 days)
Unit 8: Sun, Moon, Stars Above	May/June (~15-20 days)

Units Scope and Sequence

Unit Name: Step Into School

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

Standards

[NJSLS - RL.K.1; RL.K.3; RL.K.5; RL.K.7; RL.K.10; RI.K.2; RI.K.4; RI.K.6; RI.K.8; RI.K.10; RF.K.1b; RF.K.1d; RF.K.2b; RF.K.3a; RF.K.3c; RF.K.4; W.K.5; SL.K.1a; SL.K.2; SL.K.4; L.K.1b; L.K.4a](#)

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

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

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What happens at school?
- What are the rules?
- How do I stay safe?
- How do I be a good friend to others?

Learning Objectives

Students will be able to...

- Identify a sound to a letter with support
- Ask and answer yes/no questions with prompting
- Match pictures to words with support
- Name school tools and places using visual support
- Demonstrate understanding of rules and routines within school and classroom settings

Unit Name: My Family and Me

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

Standards

[*NJSLS - RL.K.1; RL.K.3; RL.K.7; RL.K.10; RI.K.2; RI.K.4; RI.K.6; RI.K.8; RI.K.10; RF.K.3a; RF.K.3c; RF.K.4; W.K.2; W.K.5; W.K.7; SL.K.1a; SL.K.2; SL.K.4; L.K.1b; L.K.1d; L.K.1f; L.K.2b; L.K.2d*](#)
[*NJSLS - Career Awareness, Exploration, Preparation, and Training*](#)
[*NJSLS - Life Literacies and Key Skills*](#)
[*NJSLS - Interdisciplinary Standards*](#)

Fundamental Concepts / Big Ideas

- What do families do together?
- Who is a part of my family?
- What jobs do family members have?
- How do I share my likes and dislikes?

Learning Objectives

Students will be able to...

- Identify a sound to a letter with support
- Ask and answer yes/no questions with prompting
- Match pictures to words with support
- Label family individuals using visual support
- Describe actions of individuals being done in pictures

Unit Name: Visit the Farm!

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

Standards

[NJSLs](#) - *RL.K.1; RL.K.3; RL.K.5; RL.K.7; RL.K.10; RI.K.2; RI.K.4; RI.K.6; RI.K.8; RI.K.10; RF.K.1b; RF.K.2d; RF.K.3a; RF.K.3c; RF.K.4; W.K.2; W.K.5; W.K.7; SL.K.1a; SL.K.2; SL.K.4; SL.K.6; L.K.1b; L.K.1d; L.K.1f; L.K.2b; L.K.2d; L.K.5d*

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

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

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What are farm animals like?
- Who lives on a farm?
- How does a farm help a community?

Learning Objectives

Students will be able to...

- Identify a sound to a letter with support
- Ask and answer yes/no questions with prompting
- Match pictures to words with support
- Label animal body parts using visual support
- Name animals and their baby forms

Unit Name: All Kinds of Plants

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

Standards

[NJSLs](#) - *RL.K.1; RL.K.3; RL.K.10; RI.K.2; RI.K.4; RI.K.6; RI.K.8; RI.K.10; RF.K.2d; RF.K.3a; RF.K.3c; RF.K.4; W.K.5; L.K.1b; L.K.1d; L.K.1f; L.K.2b; L.K.2d; L.K.4.b; SL.K.1a; SL.K.2; SL.K.4*
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- How are plants alike and different?
- How are actions and events connected?

Learning Objectives

Students will be able to...

- Identify a sound to a letter with support
- Ask and answer yes/no questions with prompting
- Match pictures to words with support
- Make a list of items within a category
- Draw cause and effect sequence events

Unit Name: Wind, Rain & Snow

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

Standards

[NJSLs - RL.K.1; RL.K.3; RL.K.5; RL.K.7; RL.K.10; RI.K.2; RI.K.4; RI.K.6; RI.K.8; RI.K.10; RF.K.1b; RF.K.2d; RF.K.3a; RF.K.3c; RF.K.4; W.K.2; W.K.5; SL.K.1a; SL.K.2; SL.K.4; L.K.1b; L.K.1d; L.K.2b; L.K.2d; L.K.4.b](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What happens in each season?
- How should I dress for different weather?
- What kind of weather goes with what season?

Learning Objectives

Students will be able to...

- Identify a sound to a letter with support
- Ask and answer in short phrases with support
- Match pictures to words with support
- Determine what kind of clothes are appropriate for certain weather
- Discuss what can be done during each of the seasons
- Share thoughts and opinions verbally

Unit Name: It's Our Town

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

Standards

[NJSLs - RL.K.1; RL.K.3; RL.K.5; RL.K.10; RI.K.2; RI.K.4; RI.K.6; RI.K.8; RI.K.10; RF.K.1b; RF.K.2d; RF.K.3a; RF.K.3c; RF.K.4; W.K.2; W.K.5; SL.K.1a; SL.K.2; SL.K.4; SL.K.6; L.K.1b; L.K.1d; L.K.1f; L.K.2d; L.K.4.b](#)
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[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What is in my community?
- How can we get to different places?
- How are communities different?

Learning Objectives

Students will be able to...

- Identify a sound to a letter with support
- Ask and answer in short phrases with support
- Match pictures to words with support
- Share places found in a community using visual support
- Identify various forms of transportation
- Discuss and explain what can be done at different places in a community

Unit Name: On The Job

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

Standards

[NJSLS - RL.K.1; RL.K.3; RL.K.5; RL.K.10; RI.K.2; RI.K.4; RI.K.6; RI.K.8; RI.K.10; RF.K.1b; RF.K.2d; RF.K.3a; RF.K.3c; RF.K.4; W.K.5; SL.K.1a; SL.K.2; SL.K.4; SL.K.6; L.K.1b; L.K.1d; L.K.1f; L.K.2b; L.K.2d; L.K.4.b](#)
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLS - Life Literacies and Key Skills](#)
[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What jobs can people do?
- How do people work together?
- What tools do people need to do their job?
- Where do people work?

Learning Objectives

Students will be able to...

- Identify a sound to a letter with support
- Ask and answer in short phrases with support
- Match pictures to words with support
- Match jobs to job locations using visual support
- Write about a future job they would like to have

Unit Name: Sun, Moon, Stars Above

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

Standards

[NJSLs](#) - *RL.K.1; RL.K.3; RL.K.5; RL.K.10; RI.K.2; RI.K.6; RI.K.8; RI.K.10; RF.K.1b; RF.K.1d; RF.K.2b; RF.K.3a; RF.K.3c; RF.K.4; W.K.5; SL.K.1a; SL.K.2; SL.K.4; SL.K.6; L.K.1b; L.K.2d; L.K.4.b; L.K.5b*
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What is in the sky?
- How big is the world?
- What is the difference between day and night?

Learning Objectives

Students will be able to...

- Identify a sound to a letter with support
- Ask and answer in short phrases with support
- Match pictures to words with support
- Categorize things seen during the day and at night
- Compare and contrast things seen in the sky

Please contact the Content Supervisor for any questions.