Grade 1 ESL Course Overview

Content Area: **World Language**
Course(s): **ESL-1**
Time Period: **Full Year Course**
Length: **180 Days**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

World Languages/ESL

ESL Grade 1

Course Number: 4206

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Course Adoption:10/03/1996

Course Overview

This course is designed for First Grade students who score below the cut-off point on the WIDA Screener or ACCESS 2.0. Its purpose is to develop oral language proficiency in English, reading and writing readiness skills. Students receive 5 class periods of instruction per week. Listening, speaking, reading and writing readiness skills are developed in thematic units that integrate multicultural literature and content area concepts while addressing the WIDA Standards and NJSLS.   The course objectives are to develop communicative language competence, emergent literacy and multicultural awareness. The course accommodates children with a range of language and literacy skills.

In addition to the thematic units contained in the grade level curriculum, where appropriate, teachers will integrate vocabulary and concepts from the mainstream classroom where English Language Learners require additional support. The curriculum will be delivered at a developmentally appropriate level. During the school year, students enter the classroom with various levels of English proficiency. Curriculum will be delivered to meet the needs of individual learners. The course also reinforces and contributes to the development of other standards in the areas of Career Readiness, Life Literacies, and Key Skills, Computer Science and Design Thinking, Visual and Performing Arts, Language Arts Literacy, and Social Studies.

Modifications

Special education students

- Additional time
- Modified assignments
- Tutoring assistance and note takers in class
- Individualized learning pace

English language learners

- Use of home language on assessment instructions
- Use of relevant vocabulary and/or pictures
- Facilitate the use of student's target language through the use of language translator between teachers and students
- Heavy reliance on visual clues and body language

Students at risk of school failure

- Verbal encouragements
- Reducing the number of questions in a task
- Allow students to use alternative ways of completing a task (orally, visually)
- Pairing with a gifted or talented student
- Reduce stress factor with one-on-one meetings and making accommodations according to individual needs

Gifted and talented students

- Differentiated instruction
- Higher level contest
- Pair with native speakers

Students with 504 plans

- Personalized modifications
- Follow 504 plan guidelines
- Breaks between tasks
- Have contingency plans
- Use de-escalating strategies
- Chart progress and maintain data

Materials and Resources

Textbook: *Treasure Chest, Dr. Diane August, Dr. Jana Echevaria, Dr. Donald R. Bear, Macmillan/McGraw-Hill, copyright 2011, adopted* ,

The Oxford Picture Dictionary For Kids, Joan Ross Keyes, copyright 1998, Oxford University Press

Content Specific Standards

WIDA STANDARDS:

1. **Social and Instructional Language**
2. **The Language of Language Arts**
3. **The Language of Mathematics**

4. **The Language of Science**
5. **The Language of Social Studies**

Interdisciplinary Standards

[Social Studies](#)

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

6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions

6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles

[Science](#)

2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.

2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Mathematics

Operations and Algebraic Thinking
1.OA
A. Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding

to, taking from, putting together, taking apart, and comparing, with unknowns in all

positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.2

2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

B. Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract.3 *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) {Students need not use formal terms for these properties}*

4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the*

number that makes 10 when added to 8.

C. Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 -$

$8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

D. Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and*

which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine the unknown number that makes the equation*

true in each of the equations $8 + ? = 11$, $5 = \Box - 3$, $6 + 6 = \Box$.

Career Readiness, Life Literacies, and Key Skills

[Career Readiness, Life Literacies, and Key Skills](#)

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Computer Science and Design Thinking

[Computer Science and Design Thinking](#)

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices need to be secured

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

Pacing Guide

ESL teachers will collaborate with content area teachers to identify when to front-load academic vocabulary

for units in Math, Science, Social Studies and Language Arts so that ELLs can be more successful in these classes.

Formative and Summative Assessment

FORMATIVE ASSESSMENTS

Marzano Scale
Thumbs Up, Thumbs Down
Mini whiteboards
Google Voice Calls
Ticket out the Door/Exit Tickets
Digital Exit Checks (Poll Everywhere, Socrative, Google Forms)
Four Corners
Sequence Cards
Window Panes
Planned speaking assessments
Postcard
List Three Things
Venn Diagram
Hand In, Pass Out
Write It Down
Think Pair Share
Think Write Pair Share
Doodle It
Two Roses and a Thorn
Twitter Voting
Backchannel/Todaysmeet
Digital Cork Board: Padlet
Jigsaw Groups
Answer the Essential Question (Verbally or Written)
Make Predictions
Self-Assessment
Inside-Outside Circle
One Sentence Summary
Sentence Frames
Talk a Mile a Minute
Tic-Tac-Toe/Think-Tac-Toe
3-2-1: 3 things you found out, 2 interesting things, 1 question you still have
Numbered Heads Together
Gallery Walk
Just Like Me (Stand up if you….)
Stand up, Hand up, Pair up

SUMMATIVE ASSESSMENT

ACCESS 2.0

BENCHMARK ASSESSMENTS

Pre and Post speaking and writing assessments. WIDA rubrics are used to assess student language proficiency.

ALTERNATIVE ASSESSMENTS

Multiple choice questions

True/False questions during Interpretive tasks instead of exact fact recall

Recorded Presentational tasks that can be done from home/after school then viewed at a later date

Grading Procedures and Evaluation

In terms of proficiency level:

1 = Entering

2 = Emerging

3 = Developing

4 = Expanding

5 = Bridging

Students receive progress reports in English and native language four times a year.

Progress Report Grades are based on thematic unit assessments, teacher observation, and portfolio assessments.

COURSE EVALUATION Course achievement will be evaluated annually. In this course the goal is that each student advance one proficiency level overall on the ACCESS 2.0. The department will analyze the achievement of students on ACCESS 2.0 to determine if modifications in the curriculum and instructional methods are needed.

Other Information

SCED

51992 English Proficiency Development
English Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations.

CONTENT FOCUS AREA AND COURSE NAME

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
4206	013,019,022,025	ESL	1		200	R	10/03/1996

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards	**NJ Student Learning Standards**	**NJ Student Learning Standards**	
Career Readiness, Life Literacies and Key Skills	SMathematics	Computer Science and Design Thinking	S
Comprehensive Health and Physical Education	Science	Visual and Performing Arts	S
Language Arts Literacy	SSocial Studies	SWorld Languages	P