

Kindergarten ESL Course Overview

Content Area: **World Language**
Course(s): **ESL BASIC**
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 KDG

Course Number: 4205

BOARD OF EDUCATION

Todd Simmens, President

Vicki Becker, Vice President

Susanna Chiu

Robert Cancro

Liwu Hong

Laurie Lachs

Barbara Reiss

Chad Seyler

Meredith Shaw

Course Adoption:10/03/1996

Course Overview

This course is designed for Kindergarten 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

Mathematics

Counting and Cardinality

K.CC

A. Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

B. Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

C. Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1

7. Compare two numbers between 1 and 10 presented as written numerals.

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.

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 work with content area teachers to identify when to front-load academic vocabulary for these units so that ELLs can be more successful in these classes.

All About Me

Food

My Community and My Neighborhood

My New School

Staying Healthy

My Body

Weather and Seasons

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.

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
4205	013,019,022,025	ESL	K		200	R	10/03/1996

-

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards

Career Readiness, Life Literacies and Key Skills
 Comprehensive Health and Physical Education
 Language Arts Literacy

NJ Student Learning Standards

SMathematics
 Science
 SSocial Studies

NJ Student Learning Standards

Computer Science and Design S
 Thinking
 Visual and Performing Arts S
 SWorld Languages P