Grade 5 ESL Course Overview Copied from: ESL, Copied on: 08/31/22

Content Area: **World Language**
Course(s): **ESL-5**
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 5

Course Number: 4228

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Course Adoption: 04/21/1986

Curriculum Adoption: 10/03/1996

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Curriculum Revision: Summer 2019

Course Overview

This course is designed for Fifth 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, et al, MacMillan/McGraw Hill, copyright 2011;

Newsela

Raz-Kids

The Oxford Picture Dictionary For Kids, Joan Ross Keyes, 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

Operations and Algebraic Thinking **5.OA**
A. Write and interpret numerical expressions.

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions

with these symbols.

2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932*

+ 921, without having to calculate the indicated sum or product.

B. Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number*

0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

Number and Operations—Fractions **5.NF**
A. Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing

given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 =*

23/12. (In general, a/b + c/d = (ad + bc)/bd.)

2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*

B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3)*

× (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)

b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

Geometry **5.G**

A. Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate

plane, and interpret coordinate values of points in the context of the situation.

B. Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

4. Classify two-dimensional figures in a hierarchy based on properties.

Science

5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

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3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Social Studies

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills

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).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

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).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Computer Science and Design Thinking

Computer Science and Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.

8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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.

Social Studies:

- Age of Exploratioin
- European Settlements
- New Engliand, Middle and Southern Colonies
- The Causes of the Revolution

- The War for Independence

Science

- Levers and Pulleys
- Ecosystems
- Space Science and Rocketry

Math

- Area and Volume
- Whole Number Place Value and Operations
- Fraction Concepts, Addition and Subtraction

ILA

- Readng and Writing Skills

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
4228	013,019,022,025	ESL	5		200	R	04/21/1986

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	S	Mathematics	S	Computer Science and Design Thinking	S
Comprehensive Health and Physical Education		Science		Visual and Performing Arts	S