English as a Second Language
Curriculum Guide
Grades K – 12
TRENTON PUBLIC SCHOOLS
Curriculum Guide K-12
English as a Second Language

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Acknowledgements

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The Board of Education directs the preparation of a guide for each approved course of study in order to direct and assist teaching staff members toward the attainment of goals addressed by that course.

Each curriculum guide will contain, as appropriate to the course of study, content standards; objectives, concepts, and skills to be taught; attitudes and appreciations to be developed; suggested activities designed to achieve the objectives; suggested methods of instruction; performance indicators; evaluation criteria intended to test the extent to which learning objectives have been achieved; and a reading list of supplemental titles for the guidance of teachers.

The curriculum guides will be the basic instructional tool for each course of study.

Each teacher shall conduct the course of study as required by the curriculum guide. Any deviation from the content of the guide must be approved by the Assistant Superintendent for Curriculum, Instruction, and Assessment in advance of its implementation.

The Superintendent shall be responsible for the preparation of curriculum guides, and shall develop a plan for such preparation that includes the participation of appropriate staff members and resource personnel; the participation of members of the community; the participation of pupils at appropriate grade levels; continuing research in instructional methods, materials, and activities; systematic review of all curriculum guides to ensure their continuing usefulness in achieving goals set by the Board; and a system of administrative review to ensure that curriculum guides are being followed by teaching staff members to the degree of conformity desired by the Board.

All new curriculum guides and revisions of existing guides shall be submitted to the Board for approval before they are implemented.

Copies of all current curriculum guides shall be kept on file in the office of the Assistant Superintendent for Curriculum, Instruction, and Assessment.


Adopted:
Mission Statement

"All students will graduate with a vision for their futures, motivated to learn continually and prepared to succeed in their choice of college or career."

Trenton Public School District

Introduction

Curriculum is a written plan that drives instruction. It delineates the skills and concepts taught and evaluated to enhance student achievement. The Trenton Public School District Secondary Curriculum Guide includes:

• alignment to the New Jersey Core Curriculum Content Standards and Supporting Cumulative Progress Indicators
• "big ideas" that are essential, enduring, have value beyond the classroom and answer the question, Why is this topic worth studying?
• content (students will know...) and skills (students will be able to...)
• assessments
• teaching strategies and resources
• cross curricular connections
• a scope and sequence
• a pacing guide
• technology integration
• modifications for special education students, English language learners and gifted students
Curriculum Description

The English as a Second Language curriculum guide for grades K-12 consist of a comprehensive curriculum framework and multiple sequential units of study. It has been aligned to the Common Core State Standards as well as the New Jersey's English Language Proficiency Standards (WIDA). The WIDA Standards address the knowledge and skills needed by English Language Learners (ELLs) in grades Pre-K through 12 to succeed linguistically and in academic content areas. They also reflect the social and academic language expectations of ELLs in grades Pre K-12. These standards were adopted by New Jersey in order to meet the requirements of the federal No Child Left Behind Act (Title III), which states that LEP students must meet the same challenging standards that all students are expected to meet. This curriculum integrates both language and academic content standards embedded within the four language domains – listening, speaking, reading, and writing. The objective of the curriculum is to improve student achievement through the implementation of quality instruction within the context of the Understanding by Design Curriculum Framework, Differentiated Instruction, 21st Century life skills and integration of technology. The curriculum also provides common language, common assessments and authentic student data for all English as a Second Language Teachers. The data collected will be utilized to inform and modify instruction accordingly in an on-going pursuit to ensure the Trenton Public School ELL students are career and college ready upon completion of high school.
Curriculum Grade Level Units At-A-Glance

Kindergarten

Unit Enduring Understandings At – A- Glance

- Asking and responding to questions about the important details in a story supports understanding of literary text.
- Good readers identify and understand story elements to aid comprehension.
- Knowing the parts of a book will help me become a better reader.
- Literacy is enhanced when students recognize and produce rhyming words is a foundational skill in understanding word structure and its role in reading and writing.
- Good readers identify and manipulate syllables is a foundational skill in understanding word structure and its role in reading and writing.
- Children with print awareness can begin to understand that written language is related to oral language.
- Literacy is enhanced when students can describe familiar people, places, things and events supports oral language development, vocabulary acquisition, an understanding of speaking and listening standards.
- Good readers acquire academic vocabulary words that enable them to understand and discuss concepts about print.
- Good readers explore new vocabulary through speaking and shared writing experiences.
- Good readers understand text is often supported by illustrations.
- Good writers describe a series of events in sequence.
- Reading and listening to Informational Texts expands a good reader’s content knowledge.
- Good readers demonstrate understanding of a story by retelling important details.
- Strong comprehension is demonstrated by recalling specific details from a story or experience.
- Comprehension is enhanced by understanding nouns verbs, and prepositions.
- Effective readers can interpret unknown words in a text by using context clues, pictures, and asking and answering questions.
- Effective writers revise their written pieces.
- Comprehension is aided when readers can compare and contrast what has been read.
- Effective readers read a variety of genre.
Grade Level Cluster 1 and 2

Unit Enduring Understandings At – A Glance

- Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.
- To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning and claims in diverse formats.
- Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.
- Word analysis and decoding skills are foundational for success as a reader.
- Fluent readers accurately process text with expression at an appropriate rate.
- Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.
- Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.
- Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.
- Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.
- Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.
- Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.
- Fluent readers accurately process text with expression at an appropriate rate.
- Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.
Grade Level Cluster 3 - 5

Unit Enduring Understandings At – A Glance

- Relationships between the main ideas, details, and series of events help me learn information.
- Relationships between the main ideas, details, and series of events help me learn information.
- We can achieve a deeper understanding by making strong connections to the text.
- Readers use words, illustrations, and other text to enhance their knowledge.
- The use of figurative language can showcase the skill level of the author and make the writing more descriptive and meaningful to the reader.
- Understanding figurative language helps people communicate more effectively and better understand books, poems, movies, speeches, and advertisements.
- Writing is a way to communicate opinions, information, and experiences.
- The way I present can make the topic more informative and interesting for the reader.
- Writers continually make changes to improve the quality of their work.
- Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.
- When I use standard English people can understand my message more clearly.
- To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning and claims in diverse formats.
- Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.
- Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.
- Readers use text features to help understand what I read?
- Fluent readers accurately process text with expression at an appropriate rate.
- Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.
Grade Level Cluster 6 -8

Unit Enduring Understandings At – A- Glance

- Good readers use organizational strategies to aid in the comprehension of text.
- Good readers employ strategies to help them understand text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good speakers view oral discussion as a way to build connections to others and create opportunities for learning.
- Good readers use structures and elements of nonfiction for specific purposes.
- Effective readers recognize that the organizational structure in nonfiction deepens a reader’s understanding.
- Good writers recognize that textual and graphic features of nonfiction provide powerful tools when writing.
- Good writers use structures and elements of nonfiction for specific purposes.
- Effective writers understand their audience’s characteristics and needs.
- Good readers recognize that different types of texts place different demands on the reader and facilitate the reader’s ability to make meaning of the text (text features, text structures, different text genres, print and non-print).
- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Effective readers acknowledge that organizational structures in nonfiction deepen reader understanding.
- Effective readers use textual and graphic features of nonfiction as powerful tools when reading and writing.
- Good readers use the structures and elements of nonfiction for specific purposes.
- Good writers view persuasive writing as a powerful way to get people to appreciate a different point of view, change their way of thinking, and/or to take action.
- Good writers recognize that persuasive writing needs to have a clear purpose and focus.
- Effective writers know the audience influences structure, word choice, and content.
- Effective writers take into consideration their audience’s characteristics and needs.
- Confident readers use organizational strategies to aid in the comprehension of text.
- Good readers employ strategies to help them understand text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Fluent speakers recognize that oral discussion helps to build connections to others and create opportunities for learning.
Grade Level Cluster 9 - 12

Unit Enduring Understandings At – A- Glance

- Effective readers use a variety of strategies to make sense of the ideas and details presented in text.
- Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.
- Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.
- Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.
- Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.
- To gain keener insight into the integration of knowledge and idea, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.
- Comprehension is enhanced through a collaborative process of sharing and evaluating.
- Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.
- Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.
- Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.
- Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.