

Grade 3-5 ESL Curriculum	
Course Title: Physical Education	
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Grade 3-5 Unit: Simple Mechanics <ul style="list-style-type: none"> <li>➤ <a href="#">Lesson 1: Simple Machines are Everywhere!</a></li> <li>➤ <a href="#">Lesson 2: Types of Simple Machines and their Uses</a></li> <li>➤ <a href="#">Lesson 3: How to Lift a Zoo Animal</a></li> <li>➤ <a href="#">Lesson 4: How to Create a Persuasive Pitch</a></li> </ul>	<a href="#">Quick Link</a>

Grade 3-5 ESL Curriculum Matrix		
(Note: Curriculum Matrix based on 180 instructional days; instructional days include assessments.)		
Grades 3-5	Units	Instructional Days
	Lesson 1: Simple Machines are Everywhere!	3-5 Instructional Days
	Lesson 2: Types of Machines and their Uses	5-7 Instructional Days
	Lesson 3: How to Lift a Zoo Animal	3-5 Instructional Days
	Lesson 4: How to Create a Persuasive Pitch	5 Instructional Days

Philosophy
<p>New Jersey’s English Language Proficiency Standards, the WIDA Standards, address the knowledge and skills needed by English Language Learners (ELLs) (also known as limited English proficient/LEP students) in grades pre-k through 8 to succeed linguistically and in academic content areas. They reflect the social and academic language expectations of ELLs in grades PreK-8. These standards integrate both language and academic content in four language domains – listening, speaking, reading, and writing. They are divided into four grade-level clusters</p>

(pre-k-, 1-2, 3-5, and 6-8) and five English language proficiency levels with both formative and summative frameworks. The district provides access to Rosetta Stone resources for students to continue their practice and learning at home. These standards, which are aligned to the ACCESS for ELLs proficiency test, (required by Title III), can be accessed at <http://www.wida.us/standards/elp.aspx>.

<b>Unit: Simple Machines</b>	<b>Grade: 3-5</b>		
<b>Simple Machines: What are they, what do they do and how can they make our lives easier?</b>			
<p><b>Unit Summary</b>                  Students will use the language of physical science at the third through fifth grade levels to identify and describe several types of simple machines. Through a series of scaffolded activities and strategies that are aligned with students’ levels of English language proficiency, the teacher facilitates language development in the areas of linguistic complexity, vocabulary usage, and language control.</p> <p><b>Unit Rationale</b>                  This unit incorporates a variety of grade-level appropriate language activities integrated with the concept of simple machines. Through their participation in these activities, English language learners will be encouraged to develop their English language skills in the four language domains: listening, speaking, reading, and writing, in the content area of physical science. Additionally, the teacher will help students make connections among language, content, and daily life.</p>			
<b>NJ Student Learning Standards</b>			
<p><b>Standards</b>                  The New Jersey Student Learning Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school..</p> <p><b>Primary interdisciplinary connections:</b> Language Arts, Science, Technology</p> <p><b>21st-century themes:</b> Global Awareness and Digital Literacy, Financial, Economics, Business and Entrepreneurial Literacy</p> <p>(For more information on the 21st Century Skills and Themes, go to <a href="http://www.21stcenturyskills.org/route21/index.php?option=com_content&amp;view=article&amp;id=6&amp;Itemid=3">http://www.21stcenturyskills.org/route21/index.php?option=com_content&amp;view=article&amp;id=6&amp;Itemid=3</a> and download the P21 Framework Definitions Document.)</p> <p><a href="#">FP Call Standards WIDA Alignment</a></p>			
<table border="1" style="width: 100%; height: 100px;"> <tr> <td style="text-align: center; vertical-align: middle;"><b>WIDA</b></td> <td style="text-align: center; vertical-align: middle;"> <b>Englis h Langu</b> </td> </tr> </table>	<b>WIDA</b>	<b>Englis h Langu</b>	
<b>WIDA</b>	<b>Englis h Langu</b>		

	<b>age Proficiency Standards</b>
ELP 1	ELLs communicate for social and instructional purposes with the school setting.
ELP 2	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
ELP 3	ELLs communicate information, ideas, and concepts

	necessary for academic success in the content area of Mathematics
ELP 4	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Science
<b>Language Domains</b>	Each standard encompasses four language domains that define how ELLS process and use language: listening, speaking, reading

	and writing.
<b>2010 Common Core Standards</b>	<b>English Language Arts Writing</b>
Text types and purposes 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>NJSLS</b>	<b>Science</b>
5.2.4.E.2	Identify the force that starts something moving or changes its speed or direction of motion.

NJCC CS	Techn ology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.		
<b>Related Cultural Content Statements</b> <ul style="list-style-type: none"> <li>● Simple machines may differ across cultures</li> </ul>			
<b>Enduring Understandings/Goals</b>		<b>Essential Questions</b>	

<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Listening, speaking, reading and writing about simple machines require specific academic language.</li> <li>• Simple machines affect our daily lives.</li> </ul> <p><b>Unit Learning Targets</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Students will create a persuasive presentation about their designed product of the simple machine orally and in writing through their chosen media.</li> <li>• Identify orally simple machines with visual support.</li> <li>• Compare and contrast orally and in writing the features of different simple machines using graphic organizers.</li> <li>• Describe orally the functions of several simple machines.</li> </ul>	<ul style="list-style-type: none"> <li>• What language do students need in order to demonstrate understanding, and engage in the topic of simple machines?</li> </ul>
<p><b>Teacher Note:</b></p>	
<p>These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Students should be encouraged to look for cognates between English and their native language and they should also use bilingual dictionary/ dictionary websites, when needed.</p>	
<p><b>Lesson</b></p>	<p><b>Teaching Points</b></p>

<p><b>Lesson 1:</b> Simple Machines are Everywhere! (3-5 Days)</p>	<p><b>Goals/ Objectives</b></p>	<p><b>Learning Activities/ Instructional Strategies</b></p>
	<p>Students:</p> <ul style="list-style-type: none"> <li>● Identify orally and in writing the simple machines in the home.</li> <li>● Create a virtual poster showing simple machines in the real world</li> <li>● Match names and descriptions of simple machines with pictures of simple machines.</li> <li>● Describe and/or demonstrate what simple machines do.</li> <li>● Explain how simple machines work.</li> <li>● Create a product from a simple machine and persuade others to invest in it.</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Push, pull, lift, move, turn, open, simple machine, change, hold</li> </ul> <p><b>Key Language Structures:</b></p> <ul style="list-style-type: none"> <li>● Verb forms</li> <li>● Declarative sentences, e.g., We used a _____ to _____.</li> <li>● Describing actions, e.g., We found a _____ in the _____.</li> </ul> <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. Take a gallery walk to view pictures of machines and comment on what they see.</li> <li>2. Investigate simple machines by visiting the website EdHeads</li> </ol>



		<p>Simple Machines. Use sentence frames to comment on what they see, e.g., The _____ is on the _____.</p> <p>OR I see a _____ in the _____.</p> <ol style="list-style-type: none"><li>3. Students name and describe locations of simple machines by using the sentence frame: We saw a _____ in the _____.</li><li>4. Students identify verbs found on the website and act them out to demonstrate understanding.</li><li>5. Match names and pictures of simple machines found in the home.</li><li>6. Create a virtual poster to highlight simple machines found</li></ol>	
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		<p>in the home, including sentences using the verbs and vocabulary from previous activities.</p> <ol style="list-style-type: none"><li>7. Collaborate on a VoiceThread by commenting on pictures of simple machines to explain how each works.</li><li>8. Create a book of simple machines.</li><li>9. Journal about simple machines, especially about those used in the home.</li></ol>	
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**Lesson 2:** Types of Simple Machines and their uses (7-10 Days)

<b>Goals/ Objectives</b>	<b>Learning Activities/ Instructional Strategies</b>
<p>Students:</p> <ul style="list-style-type: none"> <li>● explain the 6 types of simple machines orally.</li> <li>● Define and illustrate each simple machine after listening to group presentations.</li> <li>● Write a minimum of two paragraphs (5-6 sentences each) comparing and contrasting two simple machines of the student's choice.</li> <li>● Write a caption about a school-based simple machine.</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Lever, inclined plane, screws, wedge, pulley, wheel, and axle</li> </ul> <p><b>Key Language Structure:</b></p> <ul style="list-style-type: none"> <li>● Conjunctions, comparative adjectives adverbs</li> </ul> <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. Discuss where students have seen simple machines in everyday life; correct misconceptions.</li> <li>2. Research a simple machine with a partner or small group; complete a graphic organizer, describing the simple machine and its function and provide examples.</li> <li>3. Present research findings orally and provide feedback to one another using the WIDA Speaking Rubric.</li> <li>4. Create a book of simple machines. Each machine should include the following: name of simple machine, student-drawn</li> </ol>

		<p>illustration, text book definition, and student-created definition.</p> <ol style="list-style-type: none"><li>5. Use personal research (from book of simple machines and graphic organizer) to write an essay comparing and contrasting two simple machines.</li><li>6. Read essays aloud to class while classmates assess presentation using the WIDA Public Speaking rubric.</li><li>7. Take pictures of simple machines present in the school setting and school grounds.</li><li>8. Create a PowerPoint slideshow of simple machines; include a caption on each slide.</li><li>9. Answer the question: Which simple machine is most useful? Why?</li></ol>	
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<p><b>Lesson 3:</b> How to Lift a Zoo Animal (3-5 Days)</p>	<p><b>Goals/ Objectives</b></p>	<p><b>Learning Activities/ Instructional Strategies</b></p>
	<p>Students:</p> <ul style="list-style-type: none"> <li>● respond to a speculative writing prompt</li> <li>● use cause and effect in writing</li> <li>● use sequential transitional phrases</li> <li>● identify similarities among simple machines</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● gear, exert, force, raise, weight, distance</li> </ul> <p><b>Key Language Structures:</b></p> <ul style="list-style-type: none"> <li>● cause/effect</li> <li>● transitional phrases</li> <li>● modals</li> </ul> <p><b>Lesson Sequence</b></p> <ul style="list-style-type: none"> <li>● Briefly explain the functions of simple machines orally.</li> <li>● Complete a picture sort activity; classify simple machines and label the categories; justify classifications.</li> <li>● Understand cause and effect vocabulary, e.g., <b>If it rains, then</b> I wear my raincoat. OR <b>As a result of</b></li> </ul>

		<p>the rain, I put on my raincoat.</p> <ul style="list-style-type: none"><li>• Respond to a speculative writing prompt: <i>Imagine you are working at the zoo when a new, large animal arrives. You must figure out how to lift this animal to get it into its cage. Think about the simple machines you have studied. Draw a picture to show how you will do it. Then, write a step-by-step explanation of how you use one or more simple machines to lift your zoo animal.</i></li><li>• Share writing orally.</li></ul>	
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<p><b>Lesson 4:</b> How to Create a Persuasive Pitch (5 Days)</p>	<p><b>Goals/ Objectives</b></p>	<p><b>Learning Activities/ Instructional Strategies</b></p>
	<p>Students:</p> <ul style="list-style-type: none"> <li>● Convince business people to invest in an invention</li> <li>● Evaluate peers' presentations</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● All previously learned unit vocabulary</li> </ul> <p><b>Key Language Structures</b></p> <ul style="list-style-type: none"> <li>● Persuasive language structures and techniques</li> </ul> <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. Observe videos of sales pitches (e.g., <i>Shark Tank</i>)</li> <li>2. Use a graphic organizer to plan arguments.</li> <li>3. Write a persuasive argument.</li> <li>4. Self-evaluate persuasive argument using rubric.</li> <li>5. Present argument orally.</li> </ol>
<p><b>Skills (Students will be able to...)</b></p>		
<ul style="list-style-type: none"> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> </ul>		

- Life and Career Skill

Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Oral responses</li> <li>• Simple machines pretest (from EdHeads)</li> <li>• Simple machines post test</li> <li>• Graphic organizers</li> <li>• Glogster poster</li> <li>• VoiceThread conversation</li> <li>• Think-pair-share</li> <li>• Student-created book</li> <li>• Compare-contrast essay</li> <li>• Journal</li> <li>• Machine picture sort</li> <li>• Speaking</li> <li>• Cause-effect organizer</li> <li>• Writing conferences</li> <li>• Observation</li> <li>• Persuasive map</li> <li>• Speaking rubric</li> <li>• Writing rubric</li> <li>• <a href="#">Simple Machine Pre-Test</a></li> <li>• <a href="#">Simple Machine Post-Test</a></li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• You have designed a simple machine and you need to market it to the appropriate audience. Choose one of the following projects to persuade potential investor(s) to sponsor your product. <ul style="list-style-type: none"> <li>○ Describe orally your simple machine and demonstrate its usefulness.</li> <li>○ Make a poster of your simple machine and present it orally to the class.</li> <li>○ Create and present orally a PowerPoint presentation about your simple machine</li> </ul> </li> </ul>	<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b> All games can be modified according to individual needs</p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Problem-based learning</i></li> <li>• <i>Stations/centers</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul> <p>ELP 1 &amp; 2 – Write captions comparing two simple machines using a sentence frame. ELP 3-5 – Write two paragraphs comparing and contrasting two machines.</p> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>



<ul style="list-style-type: none"> <li>○ Write and perform a skit/puppet show about your simple machine.</li> <li>○ Create and present a digital story about your simple machine.</li> <li>○ Illustrate with captions and orally present a comic strip about your simple machine</li> </ul>	<p><b>Students at Risk for Failure:</b></p>
<p><b>Benchmark Assessments:</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">Subgroup Accommodations and Modifications</a></li> <li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<ul style="list-style-type: none"> <li>● <a href="#">ACCESS for ELLs 2.0</a></li> <li>● <a href="#">Teachers College Running Records</a></li> <li>● <a href="#">Pre/Post-On-Demand Assessment</a></li> <li>● <a href="#">Learning Progressions</a></li> </ul>	<p><b>Gifted and Talented:</b></p>
<p><b>Alternative Assessments:</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">Subgroup Accommodations and Modifications</a></li> <li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<ul style="list-style-type: none"> <li>● TC Running Records (Spanish)</li> <li>● <a href="#">WIDA Access</a></li> </ul>	<p><b>Students with 504 Plans:</b></p>
	<ul style="list-style-type: none"> <li>● <a href="#">Subgroup Accommodations and Modifications</a></li> <li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources:</b></p>
<p><b>Core Professional Resources:</b></p>	<p><b>Core Instructional Resources:</b></p>
<ul style="list-style-type: none"> <li>● <a href="#">WIDA Access</a></li> <li>● <a href="#">NJCCCS</a></li> <li>● <a href="#">NJCCCS 13</a></li> <li>● <a href="#">NICCCS Technology</a></li> <li>● <a href="#">Grant Wiggins</a></li> <li>● New Jersey Department of Education Bilingual/ESL Page</li> <li>● New Jersey English Language Arts Standards</li> <li>● Portal Bilingüe Para Padres/Familias</li> <li>● Colorín Colorado: A Bilingual site for educators &amp; families of English Language Learners</li> <li>● Colorín Colorado: Ayudando a los niños leer...y a triunfar (En español)</li> <li>● <a href="http://voicethread.com/">http://voicethread.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Edheads</a></li> <li>● <a href="#">Simple Machines Powerpoint</a></li> <li>● <a href="#">Gloucter EDU</a></li> <li>● <a href="#">Voice Thread</a></li> <li>● <a href="#">Scholastic</a></li> <li>● <a href="#">Proteacher</a></li> <li>● <a href="#">Science PPPST</a></li> <li>● <a href="#">Appliance Parts</a></li> <li>● <a href="#">Language Arts</a></li> <li>● <a href="#">Education Oasis</a></li> </ul>
	<p><b>Supplemental Resources:</b></p>

<p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Spanish Language Checklist</a></li> <li>• <a href="#">ELL 3-5 Reading and Writing Resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Important Book</i> by Margaret Wise Brown</li> <li>• <a href="#">ABC Shark Tank</a></li> <li>• <a href="#">Read Write Think</a></li> <li>• <a href="#">Writers Workshop Resource</a></li> <li>• An example or image of each of the following simple machines: lever, inclined plane, screw, wedge, pulley, wheel, and axle</li> <li>• Chart paper or poster board</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• English Language Learners Day by Day K-6 by Christine M. Celic</li> <li>• LLI Intervention Support</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
<ul style="list-style-type: none"> <li>• Science</li> <li>• Social Studies</li> <li>• Technology</li> <li>• Mathematics</li> <li>• English Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Wordle</li> <li>• Digital Books</li> <li>• Wallwisher</li> <li>• Publishing Platforms</li> <li>• Weather Websites</li> </ul>
<p><b>Integration of 21st Century Themes and Skills</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Global Awareness</li> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• ICT Literacy</li> <li>• Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Publication Software</li> <li>• Projection Software</li> </ul>

<b>Career Education</b>	<b>Global Perspective</b>
<ul style="list-style-type: none"><li>● <a href="#">New Jersey Educational Field Trip</a></li><li>● The transformations through the different seasons relate to students' own cultures and their surroundings.</li><li>● Seasonal celebrations and foods may vary across cultures.</li><li>● Simple machines may differ across cultures.</li></ul>	<ul style="list-style-type: none"><li>● National Hispanic-Latino Heritage Month</li><li>● National Disability Employment Awareness Month</li><li>● National American Indian Heritage Month</li><li>● Black History Month</li><li>● National Women's History Month,</li><li>● National Irish-American Heritage Month</li><li>● National Italian American Heritage Month</li><li>● Asian Pacific American Heritage</li><li>● Older Americans' Month</li><li>● Jewish American Heritage Month</li><li>● Week of Respect</li><li>● Red Ribbon Week</li><li>● International Dot Day (September 16)</li></ul>