



Livingston
PUBLIC SCHOOLS

Empowering all to learn, create, contribute, and grow

**ENGLISH AS A SECOND LANGUAGE
K-12 SCOPE AND SEQUENCE**

COURSE OVERVIEW

Overview and Specific Program Goals-ESL K-12 Scope and Sequence This document focuses on the English as a Second Language skills and language areas that are to be learned at each grade level and on what the students are expected to be able to do at each level. The curriculum design incorporates the WIDA Standards into the scope and sequence document. The conceptualization of academic language in an academic context has been upheld by WIDA's Standards and the Can Do Philosophy and Guiding Principles of Language Development. The district of Livingston supports WIDA's Can Do Philosophy that is based on the belief that all students bring to their learning cultural and linguistic practices, skills, and ways of knowing from their homes and communities.

General Overview

The English as a Second Language program is designed to guide students from non-English proficiency to near-English fluency, fostering a supportive learning environment that facilitates a smooth transition into their new school and community settings. Our approach ensures that students not only adapt to their new language culture but also maintain a strong connection to their cultural identity.

Our curriculum aligns seamlessly with both the NJ State Core Content Standards and the nationally recognized TESOL standards (Teacher of English to Speakers of Other Languages). Proficiency levels, as determined by the State of NJ through the Idea Proficiency Test (IPT), are as follows:

5 = Full English Proficiency

4= Advanced

3=Upper Intermediate

2=Lower Intermediate

1=Beginner

In Livingston's ESL program, we combine these levels for effective placement. Students in Levels 1 and 2 are considered Beginners/Advanced Beginners and participate in the Pullout Program. Level 3 students are categorized as Intermediate and also join the Pullout Program. For students at Levels 4 and 4/5, classified as Advanced, the Pullout Program is tailored to meet their

specific needs.

Additionally, students whose home language population represents 25 or more students in our school district receive High Intensity ESL. They are enrolled in a Pullout Program that includes both an ESL class period and an ESL lab period, ensuring a comprehensive and targeted language learning experience.

Activities/WIDA Can Do Descriptors/Resources:

These activities/resources are suggested for use to satisfy the instructional objectives. There are a variety of activities that meet the needs of the student.

Content-Based Curriculum Cross Reference: According to the New Jersey Department of ESL/Bilingual Education, ESL instruction needs to be connected with content standards.

This guide was coordinated with the Livingston's Curriculum Mapping K-12 guide.

Assessment/Evaluation: The goals of listening, speaking, reading, and writing in English will be evaluated in a variety of ways:

- Teacher Observation
- Student Participation
- Published Assessments
- Teacher Made Tests and Quizzes
- Individual Conferences
- Rubric-Based Writing Tasks
- Speaking & Listening Rubrics
- Rubric-Based Projects

APPLICABLE CONTENT STANDARDS

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

The English Language Development Standards

English Language Development Standard 1

Social and Instructional language: English language learners communicate for Social and Instructional purposes within the school setting

English Language Development Standard 2

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

English Language Development Standard 3

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics

English Language Development Standard 4

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science

English Language Development Standard 5

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

COURSE OUTLINE AND TIME ALLOCATIONS PACING GUIDE

ESL thematic units are aligned across grade levels and are adapted to meet the needs of diverse learners. Sequencing of these units may differ according to grade level cluster and English Proficiency Level.

Thematic Units	K-12 Unit Description	Time Allocation
Welcome to School	This unit will focus on the concepts associated with the start of a new school year, relevant to an English Language Learner. The objectives of this unit align to meet both WIDA and NJ State Learning Standards for ELA in grades K-12.	2-4 weeks
Challenges	This unit will focus on the concepts associated with challenges, relevant to an English Language Learner. The objectives of this unit align to meet both WIDA and NJ State Learning Standards for ELA in grades K-12.	6-8 weeks
Immigration & Identity	This unit will focus on the concepts associated with immigration, identity and diversity, relevant to an English Language Learner. The objectives of this unit align to meet both WIDA and NJ State Learning Standards for ELA in grades K-12.	6-8 weeks
Changes	This unit will focus on the concepts associated with concepts of change, relevant to an English Language Learner. The objectives of this unit align to meet both WIDA and NJ State Learning Standards for ELA in grades K-12.	6-8 weeks
The Power of Words	This unit will focus on the concepts associated with literacy development, relevant to an English Language Learner. The objectives of this unit align to meet both WIDA and NJ State Learning Standards for ELA in grades K-12.	6-8 weeks