

Atlantic City Public Schools



K-2 English Language Arts/Social
Studies/Science/Bilingual/ESL
Integrated Curriculum

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Vision of the Atlantic City School District

“Children grow into the intellectual life of those around them.” --Vygotsky

The teaching of language arts literacy in the Atlantic City School District is dedicated to developing the lifelong skills of reading, writing, listening, speaking, and language. We endeavor to develop independent learners who lead literate lives. Educators are an essential part of this process, through responsive, standards-based teaching and ongoing professional development. As teachers form collaborative professional learning communities, they generate a set of core values and common understandings regarding the nature of student learning. In effect, students benefit from this process through enhanced learning, independence, and agency.

Core Beliefs

Our district recognizes the right of every child to grow up literate as a member of a dynamic learning community. Literacy learning is an ongoing, daily process. Our guaranteed and viable curriculum should be easily communicated by all, and reinforced through cycles of ongoing professional learning and growth. Students are motivated to examine new ideas that encourage intellectual curiosity and act as powerful agents in their own learning.

Atlantic City Schools lay the foundation where students are part of learning communities that sustain literacy growth and success. Students engage in authentic inquiry within and beyond classroom walls. They develop a sense of self-efficacy in their ability to acquire and use language and literacy for both learning and enjoyment. Students engage in meaningful literacy discourse about relevant content that engages their hearts and minds. They read, reflect, talk, and write about authentic, culturally diverse texts that vary in genre and content.

All educators in Atlantic City Schools will implement a coherent set of research-based practices in whole group, small group, and individual contexts in literacy. They will make daily instructional decisions through the use of evidence based observation and ongoing assessment data. Teachers will work as members of collaborative professional learning teams that take collective ownership for the achievement of all students. As such, this learning community of educators will share a common vision and goals. They will demonstrate a strong commitment to their own ongoing professional learning in order to sustain reform and literacy success for all students.

Professional learning communities (PLCs) of educators will work through cycles of forming learning goals, examining student learning, and developing strategies to enhance student learning. The six guiding questions that will form the basis for all PLC cycles are:

- What is it we want our students to know?
- How do we know that students learned?
- How will we respond when students don't learn?
- How will we enrich and extend the learning for students who are proficient?
- How will we increase our instructional competence?
- How will we coordinate our efforts as a school?

The integration of 21st Century Skills is embedded throughout the implemented curriculum in order to provide students with life and career skills in preparation to be active citizens in a global society. The systematic integration of these skills within the curriculum will foster a student population that applies critical thinking and problem-solving strategies. Additionally, effective communication and collaboration skills, along with the authentic utilization of technology and financial literacy, are also provided in order to meet the challenges and opportunities of the 21st century global workplace. These skills are addressed in the following standards: Standard 9.1: Personal Financial Literacy, Standard 9.2: Career Awareness, Exploration, and Preparation, and Standard 9.3: Career and Technical Education.

The diversity of Atlantic City School District is reflected in its large population of English Language Learners (ELLs) present in every school. The overarching goal of instruction for ELLs is to prepare them to meet the WIDA English Language Development and the New Jersey Student Learning Standards, as well as College and Career Readiness Standards. In order to achieve this goal, teachers use the [Curriculum Handbook for K-8 Teachers of English Language Learners](#), in conjunction with the district curriculum that integrates content and standards for instruction. The handbook supports teachers in delivering sheltered language and content instruction to ELLs using the integrated ESL/ELA and content curriculum documents.

Overview of Literacy Framework

Atlantic City Public Schools implements the Literacy Collaborative Framework. The framework is divided into the following grade levels for quality literacy instruction: K-2, 3-5, and 6-8. In each of these grade levels, instructional best practice in literacy includes the following essential elements, which are divided into whole group, small group, and individual components. Within the whole group setting, teachers utilize mini-lesson statements for reading, writing, and language/word study based on grade-level strategies in alignment with the district curriculum and the New Jersey Student Learning Standards. Teachers teach and model these strategies through Interactive Read Alouds as mentor texts, Shared Reading, and Book Talks for reader engagement. Additionally, Interactive/Shared Writing, Writer Talks, and Group Share are also utilized to sustain literacy growth and success. Within the small group setting, literacy centers are utilized for the primary grades, along with guided reading and guided writing for leveled, tiered instruction to meet the needs of all students. Furthermore, within the individual setting, teacher-student conferencing occurs during reading and writing to support independent application of reading and writing strategies, broaden understandings and lift the thinking of the students. Independent reading and writing enables the students to take ownership of their learning in a structured manner to become self-capacitated as learners based on the characteristics of literate readers and writers.

Curriculum Design and Implementation

The K-2 Primary Curriculum fully integrates the New Jersey Student Learning Standards (NJSLS) for English Language Arts, Science, Social Studies and the [WIDA English](#) and [Spanish Language Development Standards](#). There are four units in each grade level which coincide with district marking period dates. Within each unit, readers will find: Part A: English Language Arts, Part B: Social Studies, and Part C: Science.

Part A: English Language Arts/English as a Second Language implements the [New Jersey Student Learning Standards-ELA](#), the WIDA standards for language developments, and follows the [New Jersey Student Learning Standards Curricular Framework for English Language Arts](#). The NJSLS-ELA are supported through a district adopted Language and Literacy Framework which includes Language and Word Study, Reading Workshop, and Writing Workshop. ELA and ESL teachers use the [ELL Curriculum Handbook](#) as a resource for current and former Bilingual/ESL program students.

Part B: Social Studies focus on [NJSLS-Social Studies 6.1 U.S. History: America in the World and 6.3 Active Citizenship in the 21st Century](#), which are P-4 required standards. Students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life. Grade-level and ESL teachers use the [ELL Curriculum Handbook](#) as a resource for making content comprehensible for English learners.

Part C: Science supports the [Next Generation Science Standards \(NGSS\)](#). There are three dimensions to learning science expressed by the standards, Cross Cutting Concepts, Science and Engineering Practices, and Disciplinary Core Ideas. The three dimensions are combined to form each standard and work together to build a cohesive understanding of science. Grade-level and ESL teachers use the [ELL Curriculum Handbook](#) as a resource for making content comprehensible for English learners.

Curriculum and pacing guides can be found in the following links:

Kindergarten-[MP1](#), [MP2](#), [MP3](#), [MP4](#), [Pacing Guide](#)

Grade 1-[MP1](#), [MP2](#), [MP3](#), [MP4](#), [Pacing Guide](#)

Grade 2-[MP1](#), [MP2](#), [MP3](#), [MP4](#), [Pacing Guide](#)

Integrated Accommodations and Modifications

The curriculum is developed to meet the academic needs of all children in Atlantic City Schools. The content and language proficiency standards are the same for all students. Teachers use accommodations and modifications to make content comprehensible for all students. Lesson activities, assignments, and assessments are modified to lead students to mastery of content standards. The curriculum suggests the following accommodations and modifications: [Integrated Modifications and Accommodations](#)

Assessments

English Language Arts

Student achievement is measured and dependent upon the use of high quality assessments. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:

- determining leveled reading groups
- measuring group's progress
- informing instruction at various points in the school year (formative)
- assessing effectiveness of instruction midway or at the conclusion of the year (summative)
- reporting systematically in a formal manner that analyzes changes in data/achievement

District data, school data, and classroom data is housed in [edConnect](#). It is essential that leadership and teachers articulate around the data in Professional Learning Communities to advance student achievement.

[2018-2019 K Assessment Calendar](#)

[2018-2019 1st Assessment Calendar](#)

[2018-2019 2nd Assessment Calendar](#)

- These documents provide teachers with a calendar overview of required assessments; this data needs to be placed in edConnect.

[2018-2019 Kindergarten ELA Assessments](#)

[2018-2019 1st ELA Assessments](#)

[2018-2019 2nd ELA Assessments](#)

- These links bring teachers to digital copies of required assessments.

[K-2 Assessment Chart](#)

- This chart provides an overall view of assessments in K-2 and classifies these assessments as Benchmark, Formative, Summative, and Alternative.

[Running Record Protocol](#)

- Running Records are essential tools for continuous assessment through coding, analyzing, and scoring a student's reading of a text. The power of this tool is evident in *Responsive Teaching: From Assessment to Literacy Instruction* (outlined in *Guided Reading*, pgs. 215-221). The protocol guides teachers through developing a systematic approach to managing the collection of children's reading.

Social Studies

Assessments for social studies are found under the *Assessment* section of Part B: Social Studies.

Formative assessments include responding to reading, teacher observational data, and student notebook activities. Summative data is collected in end of unit assessments.

Science

Assessments for science are found under the *Performance Expectation/Assessment* section in Part C: Science. NGSS standards can be assessed with multiple measures. The curriculum recommends quick checks, science notebook entries, end of unit assessments, and NGSS Evidence statements to provide educators with detailed information of student learning.

[Alternative Assessments for the ELL Curriculum](#)

- This document provides guidance for teachers on creating alternative assessments for ELLs based on language proficiency levels.

Core Instructional and Supplemental Materials

ELA Core Instructional Materials	ELA Supplemental Materials
<ul style="list-style-type: none"> ● Grades K-2: Guided Reading, Shared Reading, and Interactive Read Aloud are available in book rooms at the school level and encompass leveled texts to support content, complexity, and genre. ● Grades K-2: Phonics Lessons: <i>Letters, Words, and How They Work</i> 	<ul style="list-style-type: none"> ● Grades K-2: <i>Fountas and Pinnell Classroom</i>: Interactive Read Aloud Texts and Guided Reading Texts
Social Studies Core Instructional Materials	Social Studies Supplemental Materials
<ul style="list-style-type: none"> ● Grades K-1 Little Thinkers ● Grade 2: Nystrom Where and Why: Communities Here and There 	<ul style="list-style-type: none"> ● Grades K-2: <i>Fountas and Pinnell Classroom</i>: Interactive Read Aloud Texts and Guided Reading Texts (Interdisciplinary Connections), www.eduplace.net, www.readworks.org, http://njcss.weebly.com/lessons--resources.html, https://jr.brainpop.com/socialstudies/, Epic Books
Science Core Instructional Materials	Science Supplemental Materials
<ul style="list-style-type: none"> ● Grades K-2: Mystery Science 	<ul style="list-style-type: none"> ● Grades K-2: <i>Fountas and Pinnell Classroom</i>: Interactive Read Aloud Texts and Guided Reading Texts (Interdisciplinary Connections), Epic Books, also see <i>Supplemental Instructional Materials</i>

Pacing Guide

Kindergarten-[Pacing Guide](#)

Grade 1-[Pacing Guide](#)

Grade 2-[Pacing Guide](#)

Interdisciplinary Connections

Teachers make explicit interdisciplinary connections in ELA, Social Studies, and Science. In Part A: English Language Arts: All three areas of the Language and Literacy Framework list suggestions for integrating Social Studies, Science and WIDA language proficiency standards into instruction. Both Part B: Social Studies and Part C: Science list ELA, Math, WIDA English and Spanish Language Development Standards integrated in each unit. Some standards are inherently taught in the core material lessons, while other standards can be taught through interdisciplinary extension activities, which are also listed.

Integration of 21st Century Skills, Careers, and Technology

English Language Arts, Social Studies, and Science integrate [21st Century Skills, Careers](#), and [Technology NJSLS](#) through either instructional materials or processes taught within classrooms.

Examples include, but are not limited to:

- 21st Century Skill **9.2.4.A.2**. Identify various life roles, civic and work-related activities in the school, home and community (Unit 3 Kindergarten Little Thinkers: My Community)
- Careers Standard **CRP1**. Act as a responsible and contributing citizen and employee (Little Thinkers Unit 1 Grade 1 Responsible Citizenship)
- Technology Standard **8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources (Word processing or PowerPoint of a student's fiction story in Writer's Workshop).

Bibliography

Atlantic City Public Schools utilize the latest research in how children learn. Please follow the following link for a comprehensive list of professional resources: [Bibliography](#)

