

ELD Curriculum Map

School: Bartlett High SchoolGrade band: Gr. 9-12 ELP level: ELP 1-2.4

	Sept.-Oct.	Nov.-Dec.	Jan.-Feb.	Mar.-Apr.	May-June
Unit title (WIDA content: Language for SS, Sci, Math, ELA, & Soc./instructional)	Welcome to School (SI)	Family & Culture (SS)	Money Matters (Math)	For Science! (Sci)	A Novel Idea (ELA)
Desired results: Focus language goal(s)	Inform by <u>describing</u> key places, roles and activities in school.	Explain by <u>elaborating</u> about traditions and experiences in your culture.	Argue by <u>comparing and contrasting</u> prices, purchase decisions, and wants vs. needs.	Narrate by <u>inquiring</u> in response to a question: > about the world > the universe > the inside of your body > the depths of the ocean > things microscopic or smaller	Inform by <u>identifying</u> characters and setting. Explain by <u>summarizing</u> the plot. Argue by <u>justifying</u> a character's action or decision. Narrate your <u>predictions</u> of what happens next, and what the characters do <u>after</u> the ending!
Key language uses (4 in the right balance)	<u>Key language uses and micro functions</u> > Narrate > Explain > Argue	<u>Key language uses and micro functions</u> > Narrate > Inform > Argue	<u>Key language uses and micro functions</u> > Narrate > Inform > Explain	<u>Key language uses and micro functions</u> > Inform > Explain > Argue	
Micro functions (14 in the right balance)	> <u>Identify</u> > <u>Inquire</u> > <u>State opinion/claim</u> > <u>Contradict /disagree</u> > <u>Justify</u>	> <u>Identify</u> > <u>Describe</u> > <u>Summarize</u> > <u>Compare /contrast</u> > <u>Inquire</u>	> <u>State opinion/claim</u> > <u>Contradict /disagree</u> > <u>Evaluate</u> > <u>Justify</u>	> <u>Describe</u> > <u>Classify</u> > <u>Cause /effect</u> > <u>Predict</u>	> <u>Inquire</u> > <u>Sequence</u> > <u>Cause /effect</u> > <u>Elaborate</u>

Evidence: Formative and summative assessments	Summative: Inform Write a script and create a presentation (or video) that welcomes newcomers to the school and informs them about important people, places and things to do at our school. Formative: Oral and written assessments of: Narrate Write a narrative about a favorite sport, elective, club or any activity that you would like to see offered as a school sport, elective or club. Explain Write interview questions and interview a teacher, coach, nurse, administrator, etc. <i>about their roles</i> at our school. Argue Discuss school rules and opinions as to whether <i>and/or how</i> these rules make our school a safe and welcoming place to learn.	Summative: Explain Create and deliver a presentation about your culture: traditional outfits and music, festivals, the meaning of your country's flag and/or other aspects. Formative: Oral and written assessments of: Inform "Cultural Identity" - Write an informative piece about ONE aspect of your culture: <i>clothing, music, a festival, the language, or the meaning of your country's flag.</i> Narrate Compare and contrast life in the USA to life in your country of origin. Argue Analyze an existing American holiday (<i>Halloween, Veteran's Day, Thanksgiving, Christmas, New Year's Eve/Day</i>), describing the aspects that make it joyous or meaningful.	Summative: Argue Write a script and act out a pair (or group) skit in which each speaker makes purchasing decisions based on wants, needs (and a balance of both). Formative: Oral and written assessments of: Narrate Write a narrative that analyzes your own spending habits. Explain Discuss the difference between "wants" and "needs," and whether needs are more important than wants or both are equally important. Inform Plan a vacation within a limited budget! Research the cost, and adjust your plans to avoid spending beyond your means!	Summative: Narrate Write a 1st-person narrative from the perspective of an alien, microorganism or explorer (human, mermaid or...?) that "answers" scientific questions <i>about the world, the universe, the inside of a human body, the depths of the ocean, or things microscopic or smaller.</i> Formative: Oral and written assessments of: Inform Write an informative piece describing 3+ classifications of: (<i>Microorganisms, heavenly bodies, wildlife...</i>) Explain Explain a cause-effect relationship to make a prediction about the next phase of human evolution. (<i>Can be realistic or sci-fi.</i>) Argue Write an argument about what is possible. (<i>Discovering life on other planets, time</i>	Summative: Narrate Write a continuation, alternate ending or deleted scene. Formative: Oral and written assessments of: Inform Write an analysis of character and setting. Explain Summarize, ask questions and explain cause-effect relationships in the plot. Argue Justify a character's action or decision. (<i>Protagonist, antagonist, supporting character, tragic character, "changed" character...</i>)

				<i>travel, colonization of Mars...)</i>	
Learning plan: Key learning activities	*Read articles about sports, performance arts and hobbies. *Write about positive and negative experiences with games, being onstage, and honing talents. *Interview each other using prepared questions <i>as well as follow-up questions based on the interviewee's response.</i> *Analyze school rules, social norms, and how effective or fair they are. *Create a presentation (or video) about school rules <i>or house rules or rules for pets.</i> *Draw conclusions about what makes you feel welcome, <i>and how you know others feel welcome from the way they respond to you.</i>	*Reading abridged articles about access to clean water *Drawing conclusions from graphs, charts, and videos about access to clean water *Analyzing and using the language of evidence and claims *Analyzing and using the language of cause and effect *Identifying and using sequence signal words *Identifying and using simple present tense statements, and questions with auxiliary and modal verbs			
Materials (Champions)					

ADOPTED May 24, 2022

--	--	--	--	--	--