

ELD Curriculum Map

School: Bartlett High SchoolGrade band: Gr. 9-12 ELP level: ELP 2.5 & Up

	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)	Argue by <u>evaluating</u> social norms, school rules, and the benefits and detriments of technology in the classroom.	Narrate by <u>stating your opinion</u> about your experience blending into the USA while preserving your own cultural traditions.	Inform through the <u>inquiry</u> of economic systems and life plans for living within one's means and saving for one's future.	Explain by <u>elaborating</u> : > 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.
Key language uses (4 in the right balance)	<u>Key language uses and micro functions</u> > Narrate > Inform > Explain	<u>Key language uses and micro functions</u> > Inform > Explain > Argue	<u>Key language uses and micro functions</u> > Narrate > Explain > Argue	<u>Key language uses and micro functions</u> > Narrate > Inform > Argue	Narrate your <u>predictions</u> of what happens next, and what the characters do <u>after</u> the ending!
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>Compare /contrast</u>	> <u>Describe</u> > <u>Classify</u> > <u>Cause /effect</u> > <u>Predict</u> > <u>Inquire</u>	> <u>Inquire</u> > <u>Sequence</u> > <u>Cause /effect</u> > <u>Elaborate</u> > <u>Contradict /disagree</u>
Evidence: Formative and summative assessments	Summative: <u>Argue</u> Evaluate the importance of high school as a place to	Summative: <u>Narrate</u> Narrate your experience blending into the USA culture,	Summative: <u>Inform</u> Research good habits on spending and saving in a capitalist system.	Summative: <u>Explain</u> Write a 1st-person narrative from the perspective of an alien,	Summative: <u>Narrate</u> <u>Write a continuation, alternate ending or deleted scene.</u>

	prepare you for the “real” world, both socially and academically. State your opinions on what rules and “norms” are helpful or hurtful. Classmates may discuss and/or debate the stated opinion(s). Formative: Oral and written assessments of: <u>Narrate</u> Write a narrative about a sport, elective, club, dance or any activity, function or experience that was memorable. Was the experience positive, negative or some of both? <u>Explain</u> Write interview questions and interview a teacher, coach, nurse, administrator, etc. about their roles at our school. <u>Inform</u> Identify school rules and social norms, and their <u>intended</u> purpose.	and give your opinion about how welcome and/or awkward you felt as you adapted to a new environment. Formative: Oral and written assessments of: <u>Inform</u> “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> <u>Argue</u> It’s November, the big voting month. What are the current issues that most Americans think are important? Summarize the arguments. <u>Explain</u> Explain how one’s culture can enhance, or add flavor to, an existing American holiday. (<i>Halloween, Veteran’s Day, Thanksgiving, Christmas, New Year’s Eve/Day</i>)	How does being informed prepare you for the future? Formative: Oral and written assessments of: <u>Narrate</u> Write a narrative that analyzes your own spending habits. <u>Argue</u> Discuss the difference between “wants” and “needs,” and debate whether needs are more important than wants or both are equally important. <u>Explain</u> Plan a vacation within a limited budget! Research the cost, adjust your plans to avoid spending beyond your means, and explain how inflation might affect your plans!	microorganism or explorer (human, mermaid or...?) that “answers” scientific questions about the world, the universe, the inside of a human body, the depths of the ocean, or things microscopic or smaller. Formative: Oral and written assessments of: <u>Inform</u> Write an informative piece describing classifications of science fiction. Which, if any, best predicts the future of real science? <u>Narrate</u> Write a narrative from the perspective of a time-traveler exploring cause-effect relationships! (<i>Evolution, the creation of the universe, inventions and the needs that led to them...</i>) <u>Argue</u> Write an argument about what is possible. (<i>Discovering life on other planets, time travel, colonization of Mars...</i>)	Formative: Oral and written assessments of: <u>Inform</u> Write an analysis of character and setting. <u>Explain</u> Summarize, ask questions and explain cause-effect relationships in the plot. <u>Argue</u> Justify a character’s action or decision. (<i>Protagonist, antagonist, supporting character, tragic character, “changed” character...</i>)
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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. *Discuss and debate using Accountable Talk Stems. *Write about how high school prepares you for your future <i>and for "the real world,"</i> both academically and socially.	*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 <i>(Champions)</i>					