

ADOPTED May 24, 2022

ELD Curriculum Map

School: Webster Middle School

Grade band: Gr. 5-8 ELP level: ELP 1-2.4

	Sept.-Oct.	Nov.-Dec.	Jan.-Feb.	Mar.-Apr.	May-June
Unit title (WIDA content: Lg for SS, Sc, M, ELA, SIL)	*Welcome to School (SIL, SS) *Daily Life (SIL): *Let's Eat *Healthy Living	<u>Daily Life (SIL):</u> *Around the House *Around the World	<u>This Land is Your Land (SS):</u> *The Seven Continents	<u>This Land is Your Land (SS, SC):</u> *The United States of America *Environment	<u>This Land is Your Land (SC, SS):</u> Farm Life
Desired results: Focus language goal(s)	* Inform by <u>describing</u> key places, roles, and activities in school. * Explain by <u>justifying</u> choices of food for daily meals. * Explain by <u>justifying</u> choices for a healthy lifestyle related to diet, exercise, personal hygiene and social connection.	* Explain by <u>describing</u> how they help out at home. * Inform by <u>inquiring</u> about the geography and people of another country.	* Inform by <u>identifying</u> geographical features and <u>elaborating</u> their impact on human life. * Argue by making <u>claims</u> about Webster, Worcester County, and/or Massachusetts related to the five themes of geography.	* Argue by <u>stating an opinion/ making claims</u> about how key events in early U.S. history have shaped the U.S. today. (SS) * Explain by <u>describing</u> the current, complex issues related to saving the environment. (Sc)	* Inform by <u>describing</u> the purposes for which people have used land historically and in the present. (SS, Sc) * Explain by <u>describing</u> the current, complex issues related to land access and use. (SS)
Key language uses (4 in the right balance)	<u>Key language uses and micro functions</u> Inform Explain	<u>Key language uses and micro functions</u> Explain Inform	<u>Key language uses and micro functions</u> Inform Argue	<u>Key language uses and micro functions</u> Argue Explain	<u>Key language uses and micro functions</u> Inform Explain Narrate
Micro functions (14 in the right)	<u>Describe, Justify, Inquire, Compare/Contrast,</u>	<u>Summarize, Describe, Inquire, Justify</u>	<u>Identify, elaborate, Claim, cause & effect, classify, evaluate,</u>	<u>Cause /effect, State opinion/claim Describe Sequence Predict</u>	<u>Describe, Sequence Cause /effect</u>

balance)	<u>Classify</u> , <u>Contradict/Disagree</u> , <u>Cause & Effect</u> , <u>Identify</u> <u>State opinion/claim</u>	<u>Compare/contrast</u> , <u>Contradict/disagree</u> , <u>Cause & effect</u> , <u>Identify</u>	<u>predict</u>	<u>Elaborate</u> <u>Summarize</u>	<u>Elaborate</u> , <u>Predict</u> <u>Summarize</u>
Evidence: Formative and summative assessments	Summative: *Write a letter to a new friend at school stating an <u>opinion/claim</u> about their new experience at school *Create a menu for a healthy meal <u>classifying</u> all food groups. Formative: *Oral and written assessments of target vocabulary and grammar structures to support the micro functions: <u>Describe</u>, <u>Justify</u>, <u>Inquire</u>, <u>Compare/Contrast</u>, <u>Classify</u>, <u>Contradict/Disagree</u>, <u>Cause & Effect</u>, <u>Identify</u> <u>State opinion/claim</u> *Using cause and effect language to explain the effects of a lack of hygiene related to "Healthy Living"	Summative: *Write a script of, and dramatize, a scene in which they agree or disagree with a parent's/caregiver's request to complete household chores *Use the writing process to write a tall tale related to the geography and people of another country Formative: *Discussing claims and evidence about how students help around the house *Oral and written assessments of target vocabulary and grammar structures to support the micro functions: <u>Summarize</u>, <u>Describe</u>, <u>Inquire</u>, <u>Justify</u> <u>Compare/contrast</u>, <u>Contradict/disagree</u>,	Summative: *Create a map to display the geographical features of a city of their choice and compare/contrast to Webster Formative: *Oral and written assessments of target vocabulary and grammar structures to support the micro functions: <u>Identify</u>, <u>elaborate</u>, <u>Claim</u>, <u>cause & effect</u>, <u>classify</u>, <u>evaluate</u>, <u>predict</u> *Using cause and effect language to explain the effects of a lack of natural resources in a country *Presentation of a survey with information presented in a chart created by students ; e.g., What do you think	Summative: *Create a portfolio to showcase their knowledge of early American history (e.g., colonial era) and their emerging text-to-self connections Formative: *Oral and written assessments of target vocabulary and grammar structures to support the micro functions: <u>Cause & effect</u>, <u>State opinion/claim</u> <u>Describe</u> <u>Sequence</u> <u>Predict</u> <u>Elaborate</u> <u>Summarize</u> *Label and sequence major events of the colonial era in a timeline. *Inquire on a topic related to the climate crisis by collecting information from two sources, creating a	Summative: *Use the writing process to write an essay summarizing how people use land, and then orally present it to the class Formative: *Oral and written assessments of target vocabulary and grammar structures to support the micro functions: <u>Describe</u>, <u>Sequence</u>, <u>Cause & effect</u>, <u>Elaborate</u>, <u>Predict</u> <u>Summarize</u> *Label a map illustrating various land uses in MA

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	and/or benefits of good hygiene *Teacher's oral language notes; e.g., nouns and adjectives to describe places, roles, and activities in school *Students role play a scene at a restaurant and <u>identify</u> the foods to order, and use common expressions at a restaurant. Produce the language in reference charts using sentence stems connected to the language functions	<u>Cause & effect,</u> <u>Identify...</u> *Identifying tools and discussing how they are used to help around the house *Inquiring about different forms of identification used for travel *Identify <i>WH</i>- questions a student can ask about people of another country. *Identify some ways in which cultures can differ; compare and contrast two cultures	is the most important food that you eat?	citations page, and writing a short informational text about what they learned.	
Learning plan: Key learning activities	Write a letter to a new friend at school Create a menu with a healthy meal including all food groups. Use the reference charts with sentence stems connected to the language functions	*Reading realistic fiction related to children helping around the house *Performing a skit about travel in an airport	*Identifying target vocabulary using globes and maps *Discussing text features to organize reading and clarify (titles, heading, captions, etc.) comprehension	*Creating a KWL chart *Asking and answering questions related to their readings about colonial-era U.S. history *Using conjunctions to connect related ideas in their writing	Using idioms Sorting visuals related to farm life; e.g., plant products, animal products Using regular and irregular verbs Paraphrase key ideas from a reading about

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	Research government websites (e.g., MyPlate) to learn about the recommended food plate Students research autobiographical data to <u>identify</u> key accomplishments in the life of George W. Carver, an agricultural scientist and inventor	*Drawing conclusions from maps about other regions in the US and other countries *Identifying various geographical land features on a map. *Planning an imaginary trip to another country; researching and justifying the items they will need to pack.	*Using videos to describe how the first people arrived in the Americas *Sequencing the historical events relating to the arrival of non-indigenous people to the Americas *Reading and discussing with a partner *Making text-to-self connections after reading about the Ancient Mayans *Creating a survey to compare and contrast the most important food people eat today (Corn was the most important food for Mayans); creating a graph of the results. Reading and discussing a nonfiction book about the seven continents	*Sequencing major events in early colonial history *Engaging students in academic discussions using illustrations, drawings, and photos of the Revolutionary War and asking them to articulate appropriate responses to questions about the visual. *Reviewing adverbs ending in <i>-ly</i> *Discussing words with multiple meanings, (free, article, compromise, etc.) *Reading nonfiction to learn about historical events in the U.S. during the 20th century; discussing "Critical Thinking" questions *Having students complete KWL charts *Comparing and contrasting city/farm life using academic vocabulary	living on a farm Differentiate between facts and opinions Make text-to-self connections when reading about farm life and farming Use regular and irregular past tense verbs
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				*Reviewing adverbs *Analyzing various graphs of global climate differences over time. *Reading various articles on how to protect the enviroment.	
Materials	<i>Champions Red Coursebook, Workbook</i> YouTube videos LIVEWORKSHEETS	<i>Champions Red Coursebook, Workbook</i> YouTube videos LIVEWORKSHEETS Globes, Maps	<i>Champions Red Coursebook, Workbook</i> YouTube videos LIVEWORKSHEETS Globes, Maps	<i>Champions Red Coursebook, Workbook</i> YouTube videos LIVEWORKSHEETS	<i>Champions Red Coursebook, Workbook</i> YouTube videos LIVEWORKSHEETS