

ADOPTED May 24, 2022

ELD Curriculum Map https://drive.google.com/open?id=15Maw30kpLwaccgHbgApbkHXj1-O9_p6Qqn5RB8N6flq

School: Webster Middle School

Grade band: Gr. 5-8 ELP level: ELP 2.5 & Up

	Sept.-Oct.	Nov.-Dec.	Jan.-Feb.	Mar.-Apr.	May-June
Unit title (WIDA content: Lg for SS, Sc, M, ELA, SIL)	<u>Communicating Ideas and Taking Action</u> *The Power of Language (ELA, SS)	<u>Communicating ideas and Taking Action</u> *Literature Matters (ELA)	<u>Communicating ideas and Taking action</u> *Making a profit (SS)	<u>Communicating ideas and Taking action</u> *Investing Wisely (Math, SS)	<u>Linking the Past, Present, and Future</u> *Puzzles of the Distant Past (SS, SC)
Desired results: Focus language goal(s)	*Narrate by <u>summarizing</u> immigration experiences or cross-cultural experiences *Argue by <u>stating opinions</u> on the importance of education *Explain by <u>elaborating</u> a portion of their life stories	* Inform by <u>describing</u> the characteristics of literature genres *Explain by <u>comparing/contrasting</u> two or more genres	Narrate by arguing the importance of making a profit by <u>describing</u> capitalism *Argue by <u>comparing/contrasting</u> opinions and facts related to capitalism	*Explain by <u>elaborating</u> how and why they earn, spend, and save money *Inform by <u>sequencing</u> plans and goals related to earning, spending, and saving money	*Inform by <u>classifying</u> tools and methods to learn about the past *Inform by <u>comparing/contrasting</u> the past, present, and future related to a personal goal or project
Key language uses (4 in the right balance)	<u>Key language uses and micro functions</u> Inform	<u>Key language uses and micro functions</u> Narrate, Argue, Explain	<u>Key language uses and micro functions</u> Explain, Inform	<u>Key language uses and micro functions</u> Explain, Argue	<u>Key language uses and micro functions</u> Explain, Argue
Micro functions (14 in the right balance)	<u>Identify, cause/effect, predict, evaluate, justify</u>	<u>Identify, summarize, Cause /effect, Inquire</u>	<u>Identify, predict, evaluate, classify, inquire, contradict/disagree</u>	<u>Predict, justify , inquire, evaluate</u>	<u>Sequence, evaluate, inquire, describe</u>

Evidence: Formative and summative assessments	Summative: Write an autobiographical statement about their immigration or cross-cultural experiences Formative: *Using the simple past and past progressive to summarize a fictional account of immigration from Cuba to Florida. *Brainstorming multiple perspectives to participate in a debate on the importance of education. Using language such as “It seems to me/All things considered/ In my view *Using opinion language (e.g., “I think that... because...”) to explain the benefits of education	Summative: Identify literary techniques (e.g., personification, allegory, irony, imagery) in a written text; explain how the techniques contribute to meaning in this text and genre. Formative: *Create a chart of different literary genres and use comparative/superlative degree to describe, compare, and contrast (<i>more imaginative, more dramatic, more flexible, more interesting, etc.</i>) *Complete a Venn diagram about literary characters to recognize elements of characterization in literature *Use connectors of sequence and qualitative adjectives to write a narrative about a stressed/distraught character	Summative: Identify an economic problem that affects their lives; use a graphic organizer to investigate the problem (e.g., causes, consequences, possible solutions); write a short expository essay based on their graphic organizer. Formative: *Use cause and effect frames related to an economic problem *Use adverbs of frequency/manner/degree to write a dialogue between people who have very different opinions about a problem; role-play the dialogue.	Summative: Complete a goal planner sequencing the steps they are going to take to earn, spend, and save money, and elaborate on each step Formative: *Use key grammatical structures and vocabulary and a graphic organizer to narrate how a character of their choosing might earn, spend, and save money *Create a chart of how they spend money on a monthly basis, or how they would spend money; present it to the class to elaborate and justify their expenditures.	Summative: Create a visual or multimedia presentation to compare/contrast the past, present, and future related to a personal goal or a character’s goal. Formative: *Classify written resources of the past by category (<i>diaries, religious records, legal records, newspapers, maps, literature, letters, etc.</i>) *Make an oral presentation to compare prehistoric and modern humans’ goals. *Use present perfect and past tense to compare/contrast their own or others’ past and present goals.
Learning plan: Key learning activities	*Identifying, forming, and using past simple and past progressive verbs in affirmative, interrogative, and negative sentences. *Make a list of what immigrants need to learn when they move to a new	*Identifying, forming, and using the comparative & superlative degree of adjectives. *Analyzing and using sequence connectors.	*Analyzing and using cause and effect language. *Comparing opinions and facts; categorizing statements as facts or opinions.	*Analyzing, and using sequencing language. *Using possessive pronouns, possessive adjectives, and the possessive forms of nouns to show possession.	*Identifying, forming, and using present perfect tense in affirmative, interrogative, and negative sentences. *Complete a conversation between an archaeologist and a historian about the Inca civilization.

ADOPTED May 24, 2022

	country; explain how each item on their list has been important in their or their family's life *Interview each other about personal or close family immigration experiences. *Analyzing and using opinion language. *Create a timeline of Frederick Douglas' life and explain his legacy relative to education. *Complete the outline of an autobiography.	*Analyzing and using qualitative adjectives in sentences. *Categorizing written texts within the correct genres in a chart. *Matching literary elements to definitions and examples.	*Identifying, forming, and using frequency/manner/degree adverbs. *Brainstorming ideas for a debate on a selected topic. *Identifying and elaborating on the main idea and supporting details in an editorial about capitalism.	*Analyzing and using money-relevant idiomatic verbs and expressions. *Elaborating on the sequence of events on a timeline of wars from-1900 to 2020 to answer questions. *Using present and past modal verbs in sentences relevant to personal goals.	*Reading an article about archaeologists and historians; answering questions and finding evidence to support their answers. *Researching old school or town records to write a school newspaper article about a topic of their choice.
Materials	<i>Champions</i> Blue Coursebook, Workbook YouTube videos LIVEWORKSHEETS	<i>Champions</i> Blue Coursebook, Workbook YouTube videos LIVEWORKSHEETS	<i>Champions</i> Blue Coursebook, Workbook YouTube videos LIVEWORKSHEETS	<i>Champions</i> Blue Coursebook, Workbook YouTube videos LIVEWORKSHEETS	<i>Champions</i> Blue Coursebook, Workbook YouTube videos LIVEWORKSHEETS