



**SCHOOL DISTRICT OF THE CHATHAMS
CURRICULUM UNITS**
adopted from *Understanding by Design* (Wiggins and McTighe, 2005)



APPENDIX 1 - WIDA: The English Language Development Standards

| | Standard | Abbreviation |
|----------------|--|-----------------------------------|
| ELD Standard 1 | English language learners communicate for Social and Instructional purposes within the school setting | Social and Instructional language |
| ELD Standard 2 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts | The language of Language Arts |
| ELD Standard 3 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics | The language of Mathematics |
| ELD Standard 4 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science | The language of Science |
| ELD Standard 5 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies | The language of Social Studies |



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APPENDIX 2 - WIDA: The Features of Academic Language in the Standards

| Performance Criteria | | Features |
|----------------------|--|---|
| Discourse Level | Linguistic Complexity (Quantity and variety of oral and written text) | Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types |
| Sentence Level | Language Forms and Conventions (Types, array, and use of language structures) | Types and variety of grammatical language forms to purpose/perspective |
| Word/Phrase Level | Vocabulary Usage (Specificity of word or phrase choice) | General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations |

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the register, genre/text type, topic, task/situation, and the participants' identities and social roles.



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APPENDIX 3 - PERFORMANCE DEFINITIONS

| | |
|-----------------|--|
| 6 REACHING | <ul style="list-style-type: none">● specialized or technical language reflective of the content areas at grade level● a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level● oral or written communication in English comparable to English-proficient peers |
| 5 BRIDGING | <ul style="list-style-type: none">● specialized or technical language of the content areas● a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports● oral or written language approaching comparability to that of English-proficient peers when presented with grade level material |
| 4 EXPANDING | <ul style="list-style-type: none">● specific and some technical language of the content areas● a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs● oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support |
| 3 DEVELOPING | <ul style="list-style-type: none">● general and some specific language of the content areas● expanded sentences in oral interaction or written paragraphs● oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| 2 BEGINNING | <ul style="list-style-type: none">● general language related to the content areas● phrases or short sentences● oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support |
| 1 ENTERING | <ul style="list-style-type: none">● pictorial or graphic representation of the language of the content areas● words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support● oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support |



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APPENDIX 4: WIDA PERFORMANCE DEFINITIONS FOR LISTENING AND READING

| | Discourse Level | Sentence Level | Word/Phrase Level |
|---|---|--|--|
| | Linguistic Complexity | Language Forms and Conventions | Vocabulary Usage |
| Level 6 - Reaching: Language that meets all criteria through Level 5 - Bridging | | | |
| Level 5 Bridging | <ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas | <ul style="list-style-type: none"> Compound, complex grammatical constructions (i.e. multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas | <ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas |
| Level 4 Expanding | <ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas | <ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas | <ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas |
| Level 3 Developing | <ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas | <ul style="list-style-type: none"> Compound and some complex (i.e. noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas | <ul style="list-style-type: none"> Specific content language, including expressions Words and expressions with common collocations and idioms across content areas |
| Level 2 Emerging | <ul style="list-style-type: none"> Multiple related simple sentences An idea with details | <ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas | <ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas |
| Level 1 Entering | <ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language | <ul style="list-style-type: none"> Simple grammatical constructions (i.e. commands, Wh- questions, declaratives) | <ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions |



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| | | | |
|--|--|--|--|
| | | <ul style="list-style-type: none"> • Common social and instructional forms and patterns | |
|--|--|--|--|

APPENDIX 5: WIDA PERFORMANCE DEFINITIONS FOR SPEAKING AND WRITING

| | Discourse Level | Sentence Level | Word/Phrase Level |
|--|--|---|--|
| | Linguistic Complexity | Language Forms and Conventions | Vocabulary Usage |
| Level 6 - Reaching: Language that meets all criteria through Level 5 - Bridging | | | |
| Level 5 Bridging | <ul style="list-style-type: none"> • Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas | <ul style="list-style-type: none"> • A variety of grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas | <ul style="list-style-type: none"> • Technical and abstract content-area language, including content-specific collocations • Words and expressions with shades of meaning across content areas |
| Level 4 Expanding | <ul style="list-style-type: none"> • Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion | <ul style="list-style-type: none"> • A variety of grammatical structures • Sentence patterns characteristic of particular content areas | <ul style="list-style-type: none"> • Specific and some technical content-area language • Words or expressions with expressive meanings through use of collocations and idioms across content areas |
| Level 3 Developing | <ul style="list-style-type: none"> • Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas | <ul style="list-style-type: none"> • Repetitive grammatical structures with occasional variation • Sentence patterns across content areas | <ul style="list-style-type: none"> • Specific content language, including cognates and expressions • Words and expressions with multiple meanings used across content areas |
| Level 2 Emerging | <ul style="list-style-type: none"> • Phrases or short sentences • Emerging expression of ideas | <ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas | <ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas |



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| | | | |
|-----------------------------|---|--|--|
| <p>Level 1 Entering</p> | <ul style="list-style-type: none"> • Words, phrases, or chunks of language • Single words used to represent ideas | <ul style="list-style-type: none"> • Phrase-level grammatical structures • Phrasal patterns associated with common social and instructional situations | <ul style="list-style-type: none"> • General content-related words • Everyday social and instructional words and expressions |
|-----------------------------|---|--|--|

APPENDIX 6:

***Below are suggested/sample input strategies and activities that promote language acquisition, which can be included:**

K-W-L Chart Put a KWL Chart on the board or SmartBoard. Students should have a blank copy of their own. Have them complete a TWPS (Think-Write-Pair-Share) activity. Put the phrase school life or school life in target culture on the board. Ask them to think about what comes to mind. Students write down their thoughts and what they want to know. Put students in pairs and ask them to share their charts. Then as a class, fill out the KWL chart.

Venn Diagram

- Students describe American school life and target culture school life and identify similarities and differences. Allow students to compare descriptions. This can be done before and after they investigate target culture's school life.
- Use the Venn diagram to compare and contrast specific aspects of school life.
- Students may contribute to the Venn diagram individually, in pairs, in small groups or as a whole class.

TPR is an effective strategy to make language understandable to novice students. Enhance TPR through the use of visuals and miniature representation of items.

Magic Backpack: Put school supplies in a backpack. As a student blindly selects an item from the box, hold it up and tell students what it represents. Describe its color, texture, material, size, and use. Ask students questions related to the object. Spiral questions to include ones that require yes/no, either/or and short responses.

Suggested interpretive activities (applicable with any/all age- and level-appropriate sites you research/find):

Websites and ads/commercials/videos

- Go to <http://delicious.com/srajuradomorán>. On the right side look for the word tags and find the one for school life. Websites have been bookmarked by categories: school supplies, dress codes, school schedules, school life videos. Use these sites to get more information on school life or have your students explore them.



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- Go to www.youtube.com and type in school life in _____ (target country). Although many are in English, you can play videos without sound and ask students to identify similarities and differences. You may also search youtube in the target language. Be sure to preview all videos and accompanying content prior to sharing them with your class.

Suggested interpersonal activities:

Class email: Before handing out the graphic organizer, put a list on the board/projector of the topics you would like the email/letter to address. Use a graphic organizer to help students brainstorm ideas for the class email. It may contain words, lists or phrases that they think should be in the email.

Ask students to fill out the organizer individually. In pairs, have them share information to gather more ideas. Students use their organizers to help write a class email. Use an LCD projector to display a blank word document on the screen. Students share their ideas by typing them into the document. The teacher may cut and paste it into an email or assign that task to a student. Novice-High

Chalk Talk (can be modified to Whiteboard, SmartBoard, Blog online, Live Google Doc, etc. to incorporate technology)

Chalk Talk is a silent way to do reflection, generate ideas, check on learning, develop projects or solve problems. It can be used with any group. Because it is done completely in silence, it encourages thoughtful contemplation and gives timid students a chance to be heard. Middle level students love the activity. It's the quietest they'll ever be!

Process: Briefly explain that chalk talk is a silent activity. No one may talk at all and anyone may add to the chalk talk as they please. Students may comment on other people's ideas simply by drawing a connecting line to the comment. After students have experienced chalk talk once, the teacher may choose to begin by putting finger to lips in a gesture of silence prior to beginning the activity.

Write a topic or question related to school life on the board.

Hand a piece of chalk to everyone, place many pieces of chalk at the board, or randomly hand several pieces to students.

Students write as they feel moved. There are likely to be long silences. This is natural. Allow wait time before choosing to end a Chalk Talk.

How the teacher as facilitator decides to interact with the Chalk Talk influences its outcome. The teacher may: stand back and let it unfold; expand thinking by circling other interesting ideas and inviting comments; write questions about a participant comment; add his/her own reflections or ideas; or connect two interesting ideas/comments together with a line and add a question mark.

Information Gap Activities

School supplies: Students interview each other to find out what is in each backpack. Once they get the information from their partner, they look at the supplies and determine which class the backpack is for.



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Academic subjects: Students receive a schedule with eight periods. Student A is missing the classes of the even numbered periods and student B is missing the odd numbered classes. They interview each other to complete their schedules. Once they complete their schedules, together they list 3-4 items they need for each class.

School schedules: Students receive a schedule with eight periods. The periods also list at what time the class starts and ends Student A is missing the times of the even numbered periods and student B is missing the odd numbered times. They interview each other to complete their schedules.

Dress codes: Student A has information about school dress codes in the United States and student B has information about school dress codes in the target culture. They exchange information from both cultures and work in pairs to list similarities and differences. This information may be shared with the class through a Venn diagram.

Extracurricular activities: Student A has information about extracurricular activities in the United States and student B has information about extracurricular activities in the target culture. They exchange information from both cultures and work in pairs to list similarities and differences. This information may be shared with the class through a Venn diagram.

Email exchange and Skype Connect with a target culture classroom. See “survey” under presentational for survey question ideas.

To find a target culture school, click on www.thinkquest.org or www.epals.com. Both sites allow teachers to search for classrooms by location or project. Ask students from that class to complete a school life survey. Scaffold questions by starting with ones that elicit yes/no, either/or and short responses. Use the information to compare and contrast responses from the two cultures.

Share information gained from interpretive tasks Students compare school life in various locations by sharing information gained from reading different texts/websites or viewing video clips. Each student chooses the five most important words from the text read and shares them with a partner. They explain to each other why they selected those words.

Suggested presentational activities

Wikispaces

Wikispaces is a collaborative website to use in your classroom and your school. Go to wikispaces for more information.

Survey Use www.doodle.com to create a survey, post results on a poster or a wiki or present results orally. Before creating the survey, do a TWPS activity. **Think:** What would you like to know about? **Write:** Write down some questions. **Pair:** Share with a partner your thoughts and add to your questions. **Share:** Using an LCD projector put a blank word document on the screen. Students share their ideas by typing them into the document.

Create one class survey with the teacher facilitating the process.

Ideas for survey questions:

- What school supplies do you need (or not need)?
- What classes do you have?



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- How long are your classes?
- Do you have the same classes every day?
- What is your favorite class? Why?
- Who is your favorite teacher? Why is he/she your favorite?
- Do you wear a uniform? Describe it. Do you like it? Why or why not?
- If you don't wear a uniform, what do you typically wear to school?
- What kind of extracurricular activities and clubs are available at your school?

Gather responses to this survey through an email exchange, Skype interview, or post it on an educational collaborative website.

School schedules: After viewing samples of authentic schedules from the target culture, create an ideal school schedule reflecting the practices of that culture.

Shopping list: After investigating the school supplies commonly used in the target culture students make a shopping list for themselves as if they were going to be an exchange student in a target culture country or for a student of the target culture studying in the United States.

Venn diagram: Students identify similarities and differences in dress codes and extracurricular activities by comparing and contrasting American culture and the target culture and use the information to fill out a Venn diagram. The diagram may be created individually, in pairs, in small groups or as a class.

Role Plays: In order to maximize language production during a role play, students brainstorm as a class words, phrases, questions and/or statements they might hear during the role play. Students complete the role play in pairs.

Some examples of role plays include:

Your parents are considering sending you as an exchange student to a target culture country. They want more information before they make their final decision. Get as much information about school life in the target culture and share it with them.

Convince your parents to let you be an exchange student. Use all the information you have about the target culture's school life to build a strong persuasive argument.

You are on Skype talking to a student from the target culture. Find out about school life in his country. Some topics you may wish to include in your conversation are: classes, schedules, supplies, clubs and activities, dress code, and school rules.

An exchange student from the target culture is spending his first day in your school and you have been asked to give him a tour of your school. Share as much information as you can about school life in the United States.

You are making a packing list for a semester abroad experience. You decide to save room in your suitcase and buy your school supplies when you get there. You find a store near your exchange school. Call to see if they have the supplies you need.



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