

Establish Goals (G):

[WIDA ELP Standards](#)

1. English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

Understandings (U)

[The Cornerstone of the WIDA Standards:
Guiding Principles of Language Development](#)

Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

Students' home, school, and community experiences influence their language development.

Students draw on their metacognitive,

Essential Questions (Q)

What can Brazilian students tell us about education systems and the everyday classroom experience?

How can Brazilian students' background contribute to the learning community?

What can MHS students learn from Brazilian students who are acquiring fluency in

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| <p>metalinguistic, and metacultural awareness to develop proficiency in additional languages.</p> <p>Students learn language and culture through meaningful use and interaction.</p> <p>Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency</p> | <p>multiple languages?</p> |
| <p><u>Students will know (K)</u></p> <ul style="list-style-type: none"> *Students will read, discuss, debate, and write about their topic *Students will present 3 facts on their topic. *Students will use five pre-selected target academic vocabulary words <p>Features of academic language</p> <p>Daily school news television show</p> <p>Telecommunications course description, page 66</p> | <p><u>Students will be able to (S): domain = speaking</u></p> <p>WIDA Can Do Key Uses edition WIDA Can Do Descriptors: Speaking Domain</p> <p>ACCESS Level 2 will:</p> <ul style="list-style-type: none"> *Describe persons, places, events, or objects *Give features of content based material *Characterize issues, situations, regions shown in Illustrations <p>*****</p> <p>ACCESS Level 3 will</p> <ul style="list-style-type: none"> *Compare/contrast features, traits, characteristics using general and some specific language *Sequence processes, cycles, |

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| | <p>procedures, or events</p> <ul style="list-style-type: none"> *Conduct interviews or gather information through oral interaction <p>*****</p> <p>ACCESS Level 4 will</p> <ul style="list-style-type: none"> *Take a stance and use evidence to defend it *Explain content-related issues and concepts *Compare and contrast points of view *Analyze and share pros and cons of choices *Use speaking strategies (e.g., Circumlocution) <p>*****</p> <p>ACCESS Level 5 will</p> <ul style="list-style-type: none"> *Give multimedia oral presentations on grade-level concepts |
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Stage # 2 Assessment Evidence

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| <p>Check list w/due dates</p> <p>Learning Logs are used for students' reflections on the material they are learning. Argument Writing Rubric: supporting claims w/evidence</p> | <p>Graphic organizer</p> <p>Discussion Rubric: academically productive talk (APT)</p> <p>After production: write self reflection Guidance on writing self reflection</p> |
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Screencastify practice rounds: [Debate Rubric](#)

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