Unit 3: Extending Freedom's Reach Copied from: ESL 10, Copied on: 02/21/22

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Belleville Public Schools

Curriculum Guide

ELL - Grade 10

Extending Freedom's Reach

Belleville Board of Education

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Unit Overview

In Unit 3, Extending Freedom's Reach, you will deepen your perspective of the literature of the civil rights movement by reading, writing, speaking, presenting, and listening.The titles in this unit provide students with another perspective on the topics of freedom and power, touching upon many of the ideas found within the unit selections.

Enduring Understanding

Enduring understandings:

- The Civil Rights unit provides students with another perspective on the topic.
- Stories and speeches that reflect ideas, themes, and the civil rights time period , help the reader absorb the experience and the wisdom to come up with his/her own definition and understand of the experience
- Reading expands understanding of the world, its people and oneself.
- Readers use strategies to construct meaning.
- Readers develop a deeper understanding through reflection of the Civil Rights movement in the United States.
- Writing is a multi-stage process.
- Lifetime understanding of the basic freedoms of mankind.

Essential Questions

Essential Questions:

- What does freedom mean?
- What is the importance of power?
- How should power be used?
- What is the relationship between power and freedom?
- Are there any protections that all people should have?

Exit Skills

By the end of Grade 10, ELL Unit 3, the student should be able to:

- Evaluate informational text
- Understand writers ideas
- Expand knowledge and use of academic and concept vocabulary
- Write an informational essay
- Gather evidence for thesis writing
- Analyze author's quotations and use them correctly in evidence
- Collaborate with a group
- Integrate audio, visuals and text into presentations

New Jersey Student Learning Standards (NJSLS-S)

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.

Interdisciplinary Connections

- Social Studies - Learn about th wars and connect academic language to events.
- Technology - Use technology to research, publish, and share information.
- 21st Century Skills.

Learning Objectives

- Interpret and compare speeches
- Identify the details that express author's main points
- Recognize parallelism
- Analyze alliteration
- Examine antithesis
- Identify and describe purpose, suspense, and theme
- Compose informative essay
- Interpret graphics
- Research evidence informational text
- Propose evidence for claims made based on text

Suggested Activities & Best Practices

Example: Begin the class with a "Do Now" asking the essential question, "How can words inspire change and continue to make changes for the betterment of society?"

Student Centered Learning: Students should either have already selected groups or groups of their choosing and be ready to jigsaw or answer higher order thinking discussion questions related to the theme or topic of the piece of literature being discussed.

Use of Rubrics: After discussing an assignment, allow students to create what they believe to be a fair rubric for assessing the assignment. This allows the students to have a say in how they will be graded as well as accountability for the assignment.

Starting classes with a "Do Now" activity: Using a connection to life question that relates to the piece of literature will make the students be able to connect to the text and jump start to discussion.

Allowing students to choose their own projects: Having a variety of projects that the students can choose from helps address all learning types. This will allow the students to choose the project they feel they can be most successful in completing. Allow students (based on proficiency level) to respond with the L1 if necessary checking for understanding.

Brainstorming: This helps in the writing process because it will allow the student to know if they are grasping the topic

Writing Process: Having students be involved in the writer's workshop process of writing

Assessment Evidence - Checking for Understanding (CFU)

Example: After reading "The Bill of Rights", students should get into groups and create questions for the other groups based off of the reading. They all exchange the questions and answer all of the groups' questions. - formative assessment

On Pearson Online Portal:

Unit Quizzes - summative assessment

Selection Quizzes - summative assessment

Unit Tests - summative assessment

Selection Tests - summative assessment

Various worksheets to go along with selections - formative assessment

Department Made:

Quarterly Assessments/Common Benchmarks - summative assessment

Unit/Selection Review - formative assessment

Teacher Made:

Web-Based Assessments - alternative assessment

Various Assignments/Projects/Essay Topics - alternative assessment

Evaluation Rubrics - formative assessment

Exit Tickets - formative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's

- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Whole Group Learning:

- Anchor Text (Speech): from The “Four Freedoms” Speech by Franklin D. Roosevelt
- Anchor Text (Letter): Inaugural Address by John F. Kennedy

Small Group Learning:

- Speech at the United Nations By Malala Yousafzai
- Media (Interview): Diane Sawyer Interviews Malala Yousafzai
- Poetry: Caged Bird by Maya Angelou
- Some Advice To Those Who Will Serve Time in Prison by Nazim and Mutlu Konuk
- Short Story: The Censors By Luisa Valenzuela, translated by David Unger

Independent Learning:

- Law and the Rule of Law: The Role of Federal Courts by Judicial Learning Center
- Misrule of Law by Aung San Suu Kyi
- Harrison Bergeron by Kurt Vonnegut, Jr.
- Credo: What I Believe by Neil Gaiman

Ancillary Resources

Supplemental Novels:

- Beloved, by Toni Morrison
- Incidents in the Life of a Slave Girl, by Harriet Jacobs
- Things Fall Apart, by Chinua Achebe

- Teacher made study packets for corresponding pieces of literature
- Supplemental materials available on Pearson digital textbook
- Youtube
- Google Classroom

Technology Infusion

- https://www.pearsonrealize.com
- Subscription videos/Current events
- Online supplemental reading/Tradebooks/Leveled books/Leveled informational texts
- Interactive Student Edition textbook
- Digital Courseware
- Audio summaries
- EL Support Lesson
- Online assessments
- SafeAssign Plagiarism Checker
- Online Discussion boards
- Essay scorer
- PowerPoint Presentations
- OnCourse Connect
- ChromeBook
- Google Classroom

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages; Spanish and Latin Prefixes and Suffixes
- Technology; Edutopia
- Visual and Performing Arts; Presentations including infusion of Google Slides and Prezi

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness

- Health Literacy

Differentiation

Example: Teacher presents a video after the students read JFK'sspeech to Congress to help visualize the thoughts and ideas of the sentiment of the country during this time.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options

- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Provide modifications in workload and extended time as specified in the student's IEP/504 plan:

-Allow extra time for online blog submissions

-Allow student to preview the material via teacher website

-Use of computer or electronic device during class to follow lesson, take notes, refer to HW for discussion

-Modeled techniques and speeches with discussions for student retention.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan

- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Modify the quantity of work so that it is aligned with the level of the student in the language acquisition process.

Have fluent peers work with less proficient students.

Have materials available in the learners L1 when possible.

Language conventions and forms will vary depending on selected writing task.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Modify the quantity of work so that it is aligned with the level of the student in the language acquisition process.

Have fluent peers work with less proficient students.

Have materials available in the learners L1 when possible.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Assign a passage from a novel or text and have the student create a survey on the rights of students.

Have the student do a "voice over" of a scene from a select movie regarding the Civil Rights.

Student will be allowed to select a current event topic from social media and present an oral research assignment to the class in the L2.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: 2A- Extending Freedom
Interdisciplinary Connection: N/A

Statement of Objective 2A: SWDAT: Explain the significance of the media vocabulary according to the Kennedy video on file
Anticipatory Set/Do Now: 2A- KWL

Learning Activity: 2A- Teacher led instruction and discussion followed by guided practice pairings reading and discussing the video and how it affected the nation
Student Assessment/CFU's: Thumbs Up

Materials: Smartboard/Laptops/My Perspectives Text and Graphic Organizers, My Perspectives

- myPerspectives Textbook and online text
- Anchor Text (Speech): from The “Four Freedoms” Speech by Franklin D. Roosevelt
- Anchor Text (Letter): Inaugural Address by John F. Kennedy
- Speech at the United Nations By Malala Yousafzai
- Media (Interview): Diane Sawyer Interviews Malala Yousafzai
- Poetry: Caged Bird by Maya Angelou
- Some Advice To Those Who Will Serve Time in Prison by Nazim and Mutlu Konuk
- Short Story: The Censors By Luisa Valenzuela, translated by David Unger

21st Century Themes and Skills:

Closing: Review and Explanation of Independent Practice

Integration of Technology:The students will use laptops for research and the smartboard for interactive learning prompts, Interactive My Per Textbook