Unit 1: Writing Freedom Copied from: ESL 11, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ELL - Grade 11

Writing Freedom

Belleville Board of Education

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Unit Overview

In Unit 1: Writing Freedom, students will deepen their perspective of American freedoms by reading, writing, speaking, listening, and presenting. The unit is designed to engage students in critical thinking about the meanings and implications of the concept of "freedom." Through reading, writing, researching, and reflecting for real purposes, the activities in this unit will guide students toward a deeper understanding of this widely used but very complex idea.

Enduring Understanding

- By reading and evaluating arguments, nonfiction narratives, and informative essays students will better understand the ways writers express ideas.
- The student will learn the elements of argumentative writing and will also write their own arguments with research in order to organize and share ideas.
- A deeper understanding of differences in language style in various contexts will be developed and integrated using their own ":voice" in their own writing.
- Working with peers, students will work together to build on one another's ideas, develop, and communicate with one another.

Essential Questions

- What is the meaning of freedom?
- What does freedom mean to you?
- How can one express their opinions and beliefs regarding freedom effectively?

Exit Skills

By the end of Unit 1, ELL students will:

- Analyze text
- Review and clarify the meaning of text
- Present passages and discuss conclusions reached
- Determine meaning of unknown or multi-meaning words and phrases
- Analyze craft and structure of text
- Research, gather, and present information
- Write, present, and review evidence of an argument
- Speaking and listening: informal talk amongst peers

New Jersey Student Learning Standards (NJSLS-S)

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g.,

	the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Interdisciplinary Connections

- Social Studies - Learn about the country. Connect language to events.
- Technology - Use technology to research, publish, and share information.

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

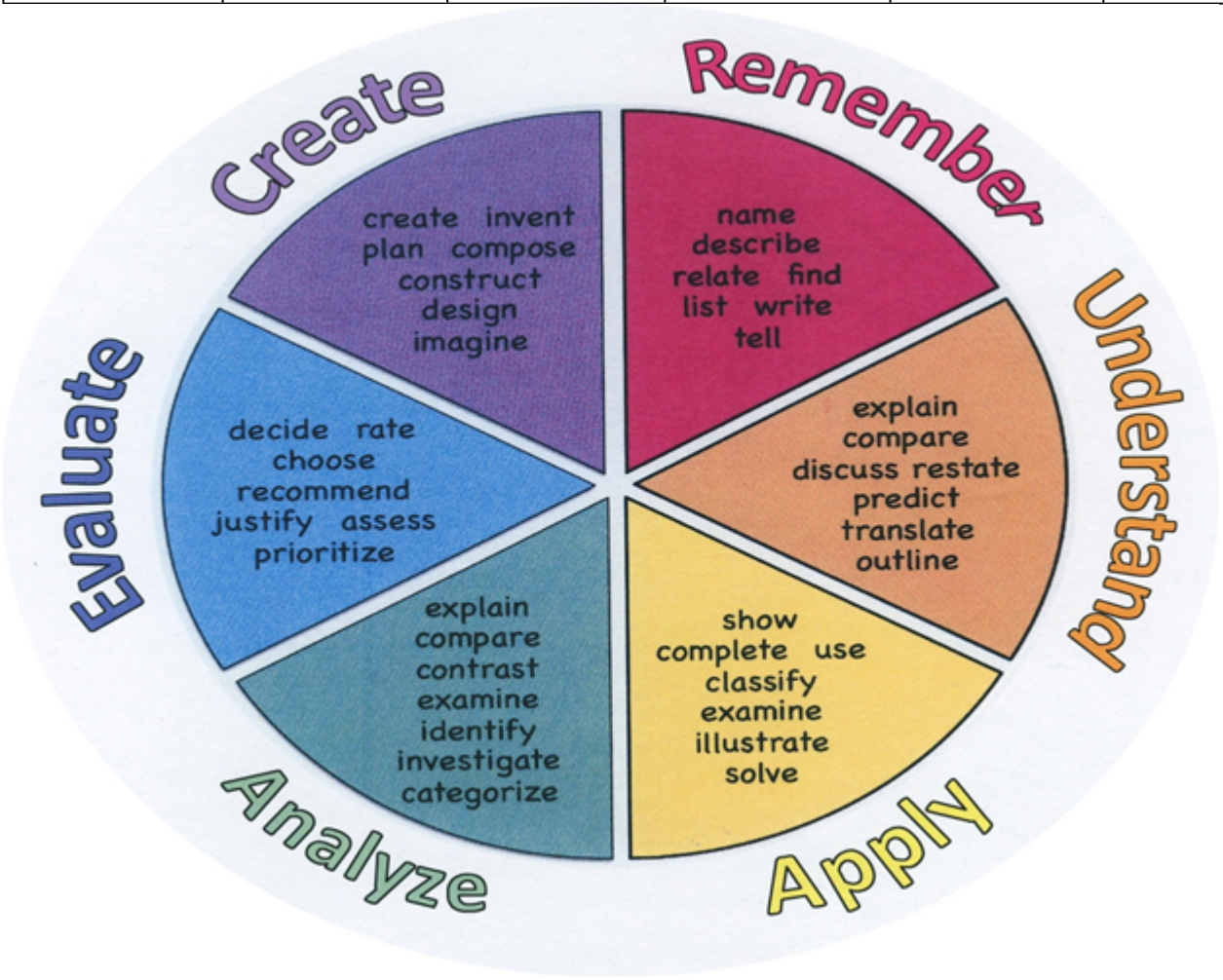
Learning Objectives

Effective Learning Objectives Used in Lesson Planning

- Analyze Syntax
- Identify Mood
- Analyze Craft and Structure
- Identify changes in Conventions and style
- Evaluate a speaker's voice
- Analyze an anuthor's viewpoint
- Identify words that relate to physical actions and behavior
- Compare and contrast words that suggest extremes
- Categorize examples of repeated words
- Write an argument

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate

Recall Recognize Repeat Reproduce	Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Outline Point out Separate		Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

Example: The groups will then share their work with the rest of the class and a whole group discussion will take place in response to the presentation.

Student Centered Learning: Each student will answer the units essential question(s) via Blogger on the class website before the

unit begins. After the unit is completed-students will comment on their peer's post referencing material discussed during the unit. This will promote student interaction outside of the classroom as well as assist student's participation skills in the 21st century.

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: Student's will participate in a "Stolen Historical Documents" Escape Room in order to introduce them to the unit and get students involved and interested in the upcoming readings.

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.

Brainstorming: Each student will research and present a variety of MLA rules and citation to the class thus prompting small group work as well and interacting and learning from their peers on a skill that will be needed for the rest of the year.

Assessment Evidence - Checking for Understanding (CFU)

Blog responses to Essential Questions (formative assessment)

Peer comments after the unit on Essential Questions Blogs. (alternative assessment)

Socratic Seminars (formative assessment)

MLA small group presentations (formative assessment)

Synthesis essays (summative 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

Textbook: myPerspectives

Anchor Text: Declarations of Independence by Thomas Jefferson

Media: John F. Kennedy Reads the Declaration of Independence

Anchor Text: Preamble to the Constitution by Gouverneur Morris

Anchor Text: Bill of Rights by James Madison

Anchor Text: Speech in the Convention by Benjamin Franklin

Media: The U.S. Constitution

Media The American Revolution: Visual Propaganda

Expository NonFiction: America's Constitution: A Biography by Akhil Reed Amar

Graphic Novel: The United States Constitution: a Graphic Adaptation by Jonathan Hennessey and Aaron McConnell

Autobiography: The Interesting Narrative of the Life of Olaudah Equiano by Olaudah Equiano

Letter/Biography: Letter to John Adams by Abigail Adams

Letter/Biography: Dear Abigail: The Intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters by

Diane Jacobs

Speech: Gettysburg Address by Abraham Lincoln

Ancillary Resources

- Essay: Democracy is Not a Spectator Sport by Arthur Blaustein with Helen Matatov
- Speech: Reflections on the Bicentennial of the United States Constitution by Thurgood Marshall
- Poetry: Speech to the Young Speech to the Progress-Toward by Gwendolyn Brooks
- Poetry: The Fish by Elizabeth Bishop
- Short Story: The Pedestrian by Ray Bradbury
- Political Document: Iroquois Constitution by Dekanawidah
- Argument: Common Sense by Thomas Paine

Supplemental Novels:

- Uncle Tom's Cabin by Harriet Beecher Stowe
- The Federalist Paper's by James Madison
- The Legend of Sleepy Hollow by Washington Irving

- Teacher made study packets for corresponding pieces of literature with translations as necessary.
- Supplemental materials available on Pearson digital textbook

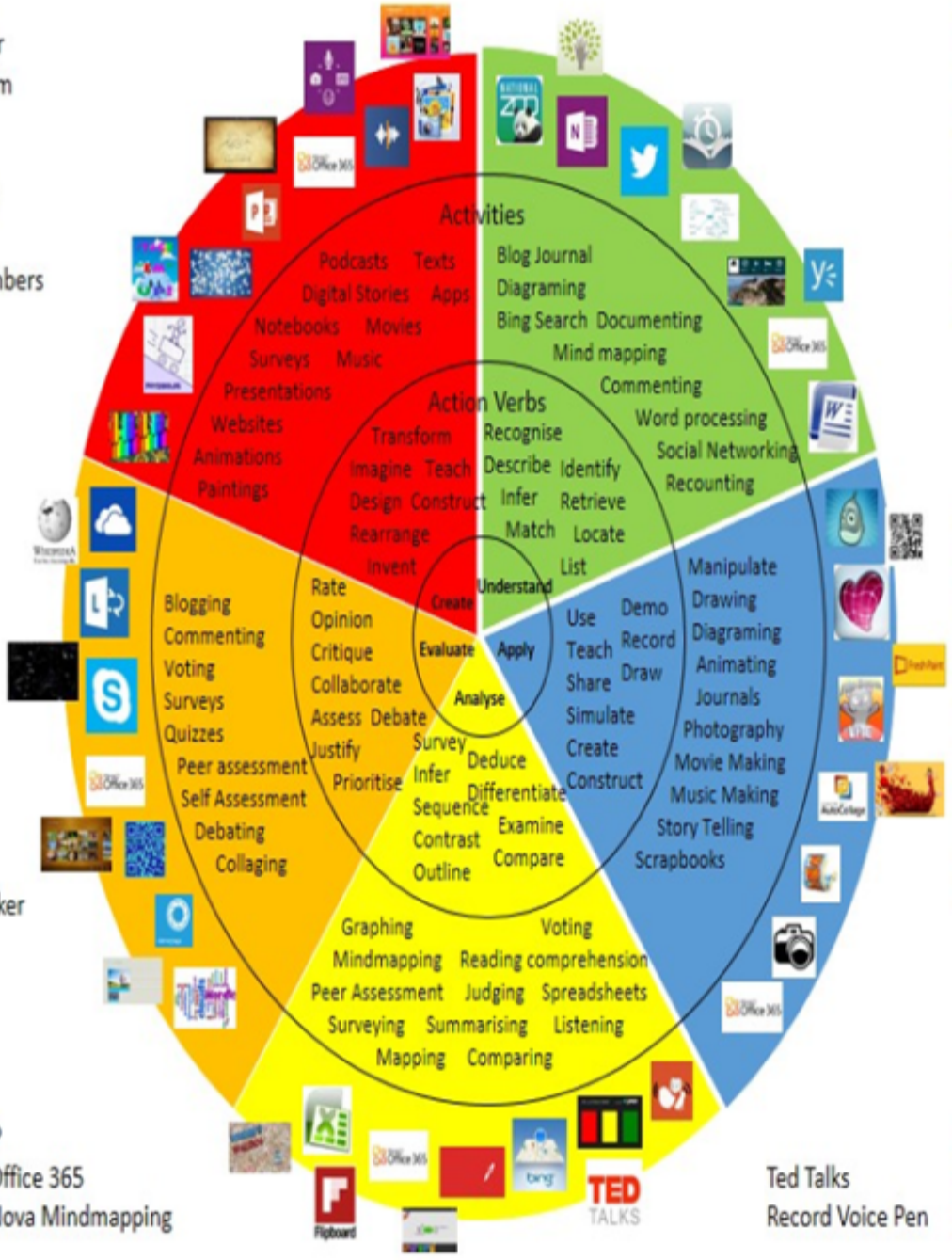
Technology Infusion

- 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
- Google Classroom
- Google Drive

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

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.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
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	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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

- 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

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

Differentiation

Take a student inventory to collect data about areas of interest - allow students to practice new language skills while connecting to a subject of choice

Flexible grouping

Allow students to complete journals in lieu of online assignments

Have a debate utilizing new language skills

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Study guides
- Teacher reads assessments allowed
- Rephrase written directions
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Group investigations
- Guided Reading
- Independent research and projects
- Leveled rubrics
- Multiple intelligence options
- Multiple texts

- Project-based learning
- Problem-based learning
- Tiered activities/assignments

Lo-Prep Differentiations

- Flexible grouping
- Goal setting with students
- Open-ended activities
- Think-Pair-Share
- Varied journal prompts
- Varied supplemental materials

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

- Modifications as dictated in the student's IEP/504 Plan
- Additional time for skill mastery
- Behavior management plan
- Modified test/test length
- Study guides provided

- 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.
- Using videos, illustrations, pictures and drawings to explain or clarify
- Providing study guides
- Decreasing amount of work presented/required
- Modifying tests

- 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

- Research visual materials with English subtitles to help assist with the understanding of material.
- Allow students to use bilingual dictionaries to research unfamiliar terms.
- Edit material to shorter more meaningful passages.
- Using videos, illustrations, pictures and drawings to explain or clarify
- Providing study guides
- Decreasing amount of work presented/required

- Modifying tests
- Allow students to correct errors
- Reduce lengthy reading assignments

- 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)

- Advanced problem-solving
- Higher order, critical and creative thinking skills and discovery
- Allow students to work at faster pace
- Create a blog
- Complete activities aligned with above grade level text using Benchmark results

- 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: Unit 1: Writing Freedom-Unit Introduction and Video

NJSLS:

Interdisciplinary Connection: World Language

Statement of Objective: SWDAT discuss the term freedom and summarize and analyze "Totally Free".

Anticipatory Set/Do Now: What is the meaning of freedom (word network)

Learning Activity: 1. Do Now 2. Large Group Discussion/Lecture 3, Independent reading and small group discussion 4. Written Response 5. CFU

Student Assessment/CFU's: Exit Slip

Materials: Online access to student materials

21st Century Themes and Skills: Critical Thinking

Differentiation/Modifications: 504s and IEPs followed as needed; modify writing assignments

Integration of Technology: Online student textbook/materials, media, and videos