# Unit 2: Reflecting on Society  Copied from: ESL 12, Copied on: 02/21/22

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## Title Section

# Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

ELL- Grade 12

UNIT 2 REFLECTING ON SOCIETY

**Belleville Board of Education**

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**Belleville, NJ 07109**

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Board Approved:  September 21, 2020

## Unit Overview

Throughout this unit, Reflecting On Society, students will deepen their perspective on the topic of reform by reading, writing, speaking, listening, and presenting. These goals will help the succeed on the Unit Performance-Based Assessment.

## Enduring Understanding

**Enduring Understanding :**

- Read a variety of texts to gain the knowledge and insight needed to write about social reform.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an explanatory essay that contains a clear thesis statement and is developed using facts and details from texts and original research.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Maintain a formal style including following the conventions of hyphenation of formal writing.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text to present information.

## Essential Questions

- How do people come to have different views of society?
- Which aspects of society would you change? Which would you keep?

## Exit Skills

By the end of Unit 2, the ELL student should be able to:

- Conduct research to clarify and explore ideas
- Read arguments, nonfiction narratives, and fictional narratives to understand how writers express ideas
- Write explanatory essays
- Build on one another's ideas, develop consensus and communicate with each other
- Understand argument, satire, and reform

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| 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.11-12.5 | 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.11-12.7 | 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.11-12.10b | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above. |
| 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.11-12.3 | 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.11-12.10b | By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above. |
| 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. |

## Interdisciplinary Connections

- Social Studies - Research and apply information to analyze text
- Technology - Create a share information

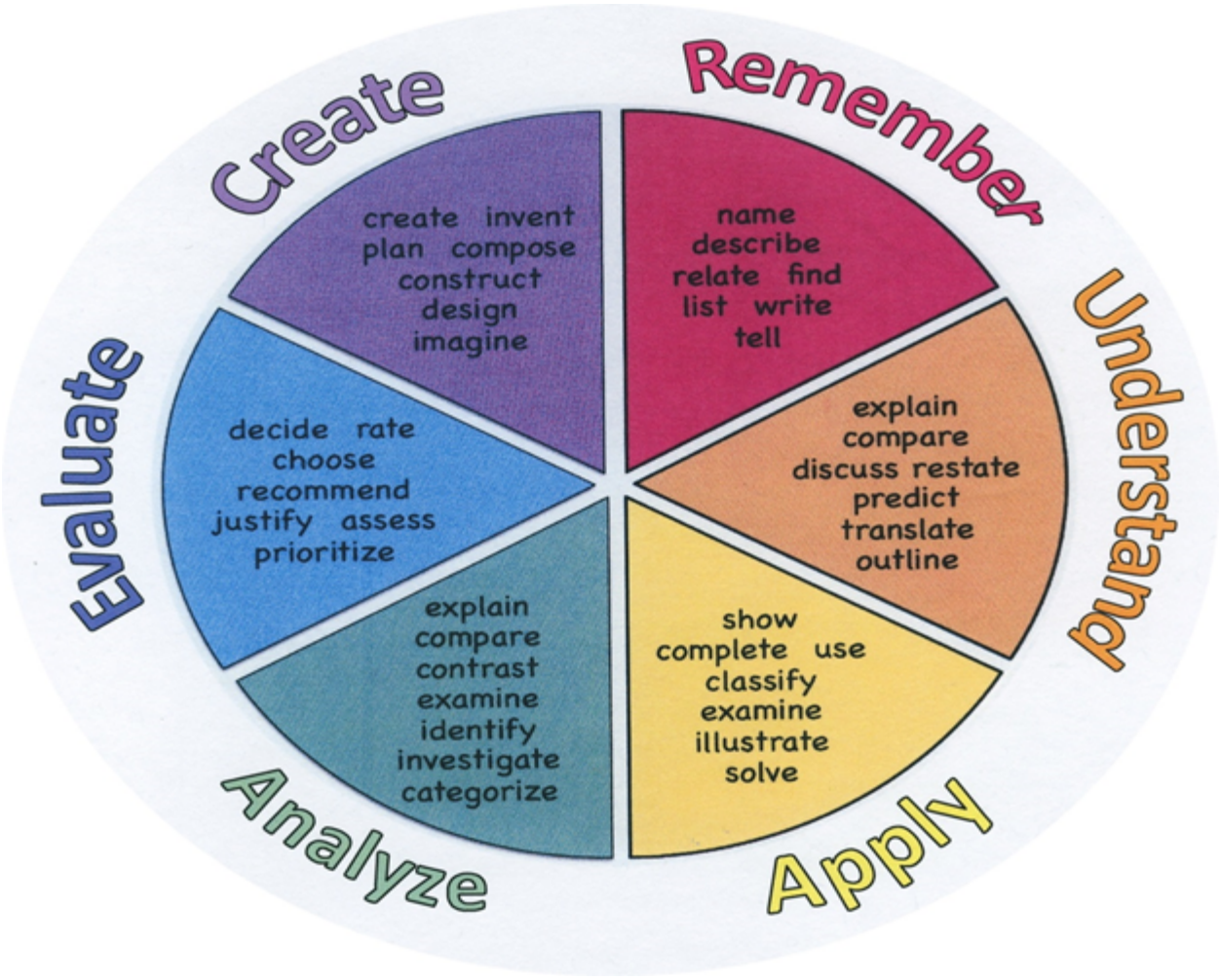
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|---|---|
| SOC.6.1.12 | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such 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. |
| SOC.6.1.12.A.1.b | Analyze how gender, property ownership, religion, and legal status affected political rights. |
| SOC.6.1.12.C.1.a | Explain how economic ideas and the practices of mercantilism and capitalism conflicted |

| | |
|---|---|
| | during this time period. |
| SOC.6.1.12.D.1.a | Assess the impact of the interactions and conflicts between native groups and north American settlers. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |

## Learning Objectives

- Examine argument, satire and reform
- Give examples of argument, satire and reform
- Select and demonstrate the use of academic terms when reading, writing, and speaking
- Write explanatory essay
- Classify Metaphor
- Identify Symbol
- Distinguish an Anecdote
- Point Out Tone

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




## Suggested Activities & Best Practices

- SUPPLEMENT THE UNIT: Form literature circles and have students read one of the trade books (See Ancillary Resources below) throughout the course of the unit as a supplement to the selections and activities.
- SUBSTITUTE FOR UNIT SELECTIONS: If you replace unit selections with a trade book, review the standards taught with those selections. Teacher Resources that provide practice with all standards are available.
- EXTEND INDEPENDENT LEARNING: Extend the unit by replacing independent reading selections with one of the trade books.
- PACING: However you chose to integrate trade books, the Pacing Guide offers suggestions for aligning the trade books with the unit.

ADDITIONAL ACTIVITIES:

- Whole Class Learning: As students work through Whole-Class Learning they will develop strategies to work in large group

environments. Media Video

- Small Group Learning: As students work through Small-Group Learning they will develop strategies to work in small group environments.  Media News Article
- Independent Learning: As students work through Independent Learning they will develop strategies to work on their own. Media Informational Text
- Unit Reflections
- Interactive Student Edition ( My Perspectives and Online Activities)
- Unit Performance Based Assessment
- Write an explanatory essay: How does Chaqucer find humor in th difference between the ideal and the real in the characters that populate The Canterbury Tales?
- Students create a rubric

## Assessment Evidence - Checking for Understanding (CFU)

**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

Textbook: *My Perspectives*

- WHOLE CLASS LEARNING:The Prologue from The Canterbury Tales, by Geoffrey Chaucer translated by Nevill Coghill
- SMALL GROUP LEARNING:from The Worms of the Earth Against the Lions from A Distant Mirror, by Barbara W. Tuchman
- SMALL GROUP LEARNING:Shakespeare's Sister, by Virginia Woolf
- SMALL GROUP LEARNING:On Seeing England for the First Time, by Jamaica Kincaid
- MEDIA: Passenger Manifest for the MV Empire Windrush
- INDEPENDENT LEARNING (ONLINE): Newspaper Article Inequality and the Crisis: Still Pre-Occupied
- INDEPENDENT LEARNING (ONLINE): Poetry: Poetry of Benjamin Zephaniah

## Ancillary Resources

TRADE BOOKS

- A Connecticut Yankee in King Arthur's Court, by Mark Twain
- Pride and Prejudice, by Jane Austen

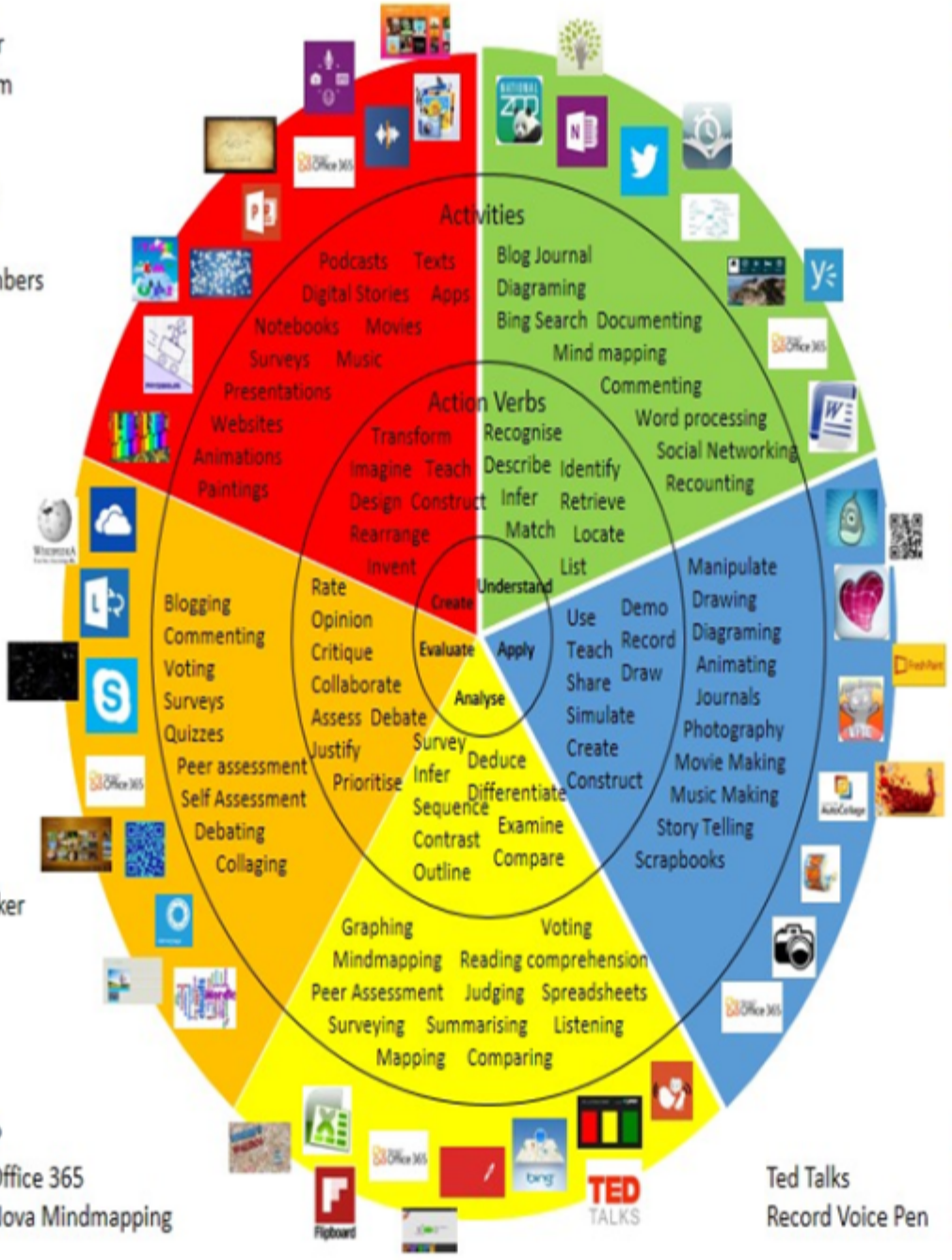
## Technology Infusion

- 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

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;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| 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.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| 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. |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |

## 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

- Allow students to pick topics of interest before beginning research and projects.
- Allow students to utilize Google translate for the initial writing process then work with students in vocabulary acquisition that is appropriate for the writing style.
- Have students use code switching as necessary to express ideas more effectively when possible,  proficient English speakers may assist less proficient students as well as th teacher as needed.
- Varied resources and texts - allow student to research additional information.
- Build on student's strengths
- Teach Strategies for areas of deficiency - provide additional handouts, online resources, and time.
- Flexible grouping and pacing
- Various opportunities and choice as to how students demonstrate their learning. They can write, speak, conduct, create, research, record, share, and more

**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
- Allow students to redo assignments
- Use of computer or electronic device during class to follow lesson, take notes, refer to homework for discussion
- Modeled techniques and speeches with discussions for student retention
- Provide graphic organizers when necessary
- Modifications ad dictated in the student's IEP/504 Plan
- Additional time for skill mastery
- Behavior management plan
- Modified test/test length - test the same information using lower-lever vocabulary and adjust test question format
- 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)

- Using videos, illustrations, pictures and drawings to explain or clarify
- Providing study guides
- Decreasing amount of work presented/required
- Modifying tests
- Allow the use of note cards and/or open book during testing
- 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.

- 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

- 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
- 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 learner's primary language when possible.
- Allow students to research topics of interest to adjust 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
- Have the student resolve an issue that was presented in the class.
- Student will be allowed to select a current event topic from social media and present an oral research assignment to the class.
- Delve into topics based on interest and work with the instructor to enhance assignments.

- 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

Sample lesson from Unit 1

Unit Name: Forging A Hero: Unit Introduction and Video

NJSLS:

Interdisciplinary Connection:World History

Statement of Objective:SWDAT:Create and develop an argument by presenting a claim and then organizing reasons and evidence to support that claim.

Anticipatory Set/Do Now: Write the name of someone you consider to be a hero and the special event or circumstances that made that person a hero. Decide as a group which of those names will still be

considered heroes twenty years from now.

Learning Activity:

- Do Now (See Above)
- Collaborative group/class discussion/Lecture
- Launch Text: A World of Heros
- Video: January 15, 2009 of Chesley Sullenberger's (Sully) emergency landing of a passenger plane on the Hudson River
- Note taking/Writing
- CFU

Student Assessment/CFU's:

- CFU: Exit Cards: Was Captain Sullenberger a hero? Why/Why Not
- USE EVIDENCE FROM TEXTS

Materials:Textbook My Perspectives/Introduction Video

21st Century Themes and Skills:Global Perspectives

Civic Literacy

Differentiation/Modifications:

- According to 504/IEP
- Pairing oral instructions with visuals
- Extra Time

Integration of Technology:

- Online student textbook version

- Media Videos