

# Unit 2: School Days MLKjr and ML

Content Area: **World Language**  
Course(s): **Generic Course**  
Time Period: **3rd Marking Period**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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In this unit students will learn about the similarities and differences of MLKjr and ML their upbringing, schooling, education achievements. lasting global education for others. Students will also learn about Sophie Charlotte and her contributions to the education of the new world and its lasting effects.

## Transfer

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By the end of this unit Students will be able to independently use their learning to...

1. Listen to, read and speak about MLKjr. ML and Sophie Charlotte and their lasting contributions
2. Talk and write about people who have lived before us
3. Describe how African and African-American influences are present in our society
4. use multiple tenses, past, present, future
5. to be able to create responses to questions on multiple topics about past events

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

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### **Understandings**

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Students will understand:

1. how to use multiple tenses to discuss famous people and timeframes
2. how to synthesize their previous knowledge with new information
3. how to identify different people and places, and important events
4. how to use present and past tense in discussion in target language

### **Essential Questions**

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Students will keep considering...

1. How do these people have lasting effects on the US and abroad?
2. How can I recognize my role in keeping the history alive?
3. What things can I do to help toward more social equality?
4. What can we learn from the past?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know:

1. about three important people and important movements and events both here and abroad
2. what important events, schools, and areas are important to the people both here and abroad
3. how to express in writing, and spoken form ways to compare/contrast and give facts

### **Students will be skilled at...**

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Students will be skilled at...

1. expressing themselves about people and topics and how they relate to one another
2. knowing how to discuss social equity past, present and future
3. express the difference between women's influence in the past and present
4. compare cultures and how we see MLKjr, ML and Sophie Charlotte
5. creating a detail rich project comparing MLKjr and ML

## **Academic Vocabulary**

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## **Target 2 Comprehension**

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1. understand how people and ideas relate to each other
- 2 interpersonal vs personal communication
3. Explain differences or similarities between MLKjr. and ML
4. describe the relationship between education of women vs men
5. describe the lasting effects that Sophie Charlottes contributions have had

### **target 3 level 3 analysis**

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1. compare and contrast how people and ideas relate to each other
2. compare and contrast MLKjr. and ML
3. infer relationships between education of women vs men
4. make assessments about some of lasting effects that Sophie Charlottes contributions have had

### **Target 4 knowledge utilization**

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1. synthesize how people and ideas relate to each other over time
2. research one of the persons from and write a biography summary in present perfect form
3. be able to give questions and answers about topics, themes, ideas and people
4. be able to adapt conversations to discuss culturally relevant topics
5. understand the larger questions and concepts that are involved with the lasting effects of the three people

### **Target 1**

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## Target 2

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## Target 3

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## Learning Goal 3

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Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

## Target 1

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## Target 2

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## Target 3

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## Summative Assessment

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1. Mid-unit quizzes vocabulary
2. Verbal created in a mini-group discussion to present
3. biography of famous German
3. Cumulative summary
4. mid-unit quiz on tense use and construction

## **21st Century Life and Careers**

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**CRP.K-12.CRP9.1**

**CRP.K-12.CRP4.1**

**CRP.K-12.CRP2.1**

**CRP.K-12.CRP12.1**

Select all applicable standards from the applicable standards

## **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises
9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

## **Accommodations/Modifications**

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- Presentation/response:

content is given from multiple access points, books, movies, video, music and digital media not just print

sharing notes or information for understanding

copy of notes

scale for unit given

use of TPRS methods for multiple learning strategies

respond in audio or written

use of dictionary

allow use of laptop for notes instead of hand writing

calculator when necessary

- Setting:

seat preference

testing environment

use of manipulative

noise buffer

- Timing:

additional time

breaks between tasks

- Scheduling:

may be taken in/with CST

- Organization:

help with time management

marking text/notes in or with colors

coordinating planner-weekly outlook

- Assignment:

complete fewer problems or different assignment

modify projects or assignments for specific individuals

## Unit Resources

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1. vocabulary lists
2. teacher activities, along with reader activities
3. screencastify activity
4. Leveled vocabulary and grammar from German in Review text
5. quizlet
6. on-line resources for biography project

### SCORE 4.0

I can:

- discuss character traits and complex personality concepts using skills obtained in Score 2.0 and 3.0.
- Respond and add detail to larger concepts of global impacts of the three people
- apply tenses as needed in conversation or written response to discuss people
- discuss contributions made by the people
- Use detailed information to give detailed information about a famous German speaking person historically as a biographical sketch

### SCORE 3.0

I can analyze and explain:

- The difference between the people
- how their contributions affected the US and German speaking countries
- I can identify the three people and discuss unique characteristics
- how education contributes to knowledge
- how quiet resistance can be more instrumental than violent resistance

### SCORE 2.0

I can identify and explain the following:

- common differences or similarities between the people



- follow a flow chart that describe similarities and differences between MLKjr and ML
- who Sophie Charlotte was and what she contributed to the US
- how they relate to history and how they relate today

## **SCORE 1.0**

- With help, I have a partial understanding of some simple details and processes I can identify minor complex ideas and processes found in Score 2.0 and Score 3.0 with support

## **SCORE 0.0**

- Even with help, no understanding or skill demonstrated

## **Interdisciplinary Connections**

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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.11-12.9	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.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.