

Unit 01: Where are you from?

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	Where are you from?
Suggested Duration:	6 weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12 <p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p> <p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p> <p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

Technology Integration

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<p>Northern supports the integration of the SAMR Model: a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of software and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.</p>

Standard(s) Addressed

GRADES

9-12 WIDA ELD STANDARD 1

Social and Instructional Language

ELD-SI 4-12 Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-LA 9-12 Narrate Interpretive

Interpret language arts narratives by

- Identifying themes or central ideas that develop over the course of a text
- Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)

ELD-LA 9-12 Inform Interpretive

Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas

ELD-LA 9-12 Inform Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Develop coherence and cohesion throughout text

ELD-SS 9-12 Explain Interpretive

Interpret social studies explanations by

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events.

Introduce and define topic and/or entity for audience

St. 5: Soc. Studies(L,S,R,W): English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

STAGE I Desired Results

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<i>Objective (Transfer)</i>
<i>Students will be able to independently use their learning to...</i>

Develop awareness of immigration and understanding others' perspectives on the topic.

By connecting self to text, students are motivated to share their personal experiences orally and in writing.

Students will have an opportunity to critically reflect upon their own immigration experience and to compare their experiences with their peers and with other English speakers.

Mastery

Enduring Understanding

Students will understand that...

- Cultures are composed of physical/material manifestations as well as beliefs, ideas, and values.
- One's culture shapes his/her identity, values, and worldview.

Essential Questions

- What language do students need in order to demonstrate comprehension and engage in the topic of immigration?
- How does immigration affect identity? What is assimilation for immigrants?
- How does one's culture help shape one's identity, values, and worldview?
- How do people negotiate living in a multicultural society?

Acquisition

Students will know . . .

Language Structure:

Simple Present – Be

Simple Present Vs. Present Progressive

Singular & Plural Nouns

Articles

Pronouns

Prefix and Suffix (word roots)

Adverbs of Frequency

Regular vs Irregular Verbs

Synonym vs Antonym

Students will be skilled at . . .

The practice reading and comprehension skills, predict and use visuals, study words, apply strategies to learn new vocabulary, use writing and grammar skills to expand

their knowledge of culture, languages, and identity.

Reading Strategy:

- Identify problem and solution, use visuals, identify cause and effect, make inferences.
- Interact with texts.

Writing Elements/ Structure:

- Focus of point of view, establishing character, establishing setting, events in a logical sequence, include transitions.

Key Vocabulary: Immigration, experience, immigrant, foundation, diversity, influence, cultures, assimilation, global, familiar, identity, value.

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<ul style="list-style-type: none">• Reading: Call Me Maria by Judith Ortiz Cofer - Reading comprehension• Self-introduction avatar presentation: Students will write a paragraph about themselves and create an avatar using Voki (or other app).• “Familiar Things” project presentation: Students will incorporate things that are familiar to them growing up, including culture, music and language, food, and celebration in their Google Slide project.• ESL test in Listening, Reading and Writing to assess students proficiency	<ul style="list-style-type: none">• Descriptive essay writing: Students will write about their first impressions of America and their experience of culture shock.• "What Defines Home?" Project• Grammar quiz <p>Formative Assessments: Checking for Understanding</p> <p>Interpretive readings</p> <p>Listening Activities</p> <p>Students’ conversations / Communicative Activities</p>

level.

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans.

Instructions and performance expectations (rubric) are differentiated base on student's language proficiency levels, align with the "can do" charts, and use their ACCESS testing results as references.

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 1: Port of entry - Introductions.

- Ice breakers activities for students to get to know each other.
- Learn about everyone's name, country, and other information through activities to create a safe environment for ELLs.
- Introduction to the American immigrant experience.
- Write a personal narrative about themselves (will be used in the following week for their avatar).

Week 2: Culture and identity.

- Discussion of the relationship between one's cultural background and identity.
- Simple grammar games (Simple Present – Be, Simple Present Vs. Present Progressive)
- Introduce Singular & Plural Nouns (how to make nouns plural; s/ es and their pronunciations)
- Create an avatar with voki.

Week 3: Reading - Making Comparisons.

- Presentation of the voki characters, students will listen to each avatar and guess who creates which avatar. This will serve as another activity for students to better get to know each other and form a

sense of community within the classroom.

- Reading - Edge Level B, first reading, students will read about transcripts of interviews of several teenage age immigrants.
- Students will interact with texts by making conclusions and comparisons.
- Students will study key vocabulary in the reading. Use quizlet.com and other activities to get familiar with those vocabulary.
- Plural nouns practice worksheet.
- Introducing pronouns.
- Daily grammar practice.

Week 4: Interact with Texts.

- Pair and group discussion on the reading.
- Students will write interview questions and interview their peers.
- The teacher will post questions and facilitate whole class discussions.
- The teacher will show short videos and lead discussions.
- Prefix and Suffix (word roots)
- Daily grammar practice.

Week 5: Reading - Familiar Things.

- Reading - Edge Level B - “Familiar Things”
- Students will study key vocabulary in the reading. Use quizlet.com and other activities to get familiar with those vocabulary.
- Students will create a Google Slide project about their version of “familiar things.”
- Continue working on prefix and suffix.
- Daily grammar practice. (Practice the use of articles - a/ an/ the)

Week 6: Wrap up the Unit.

- Students will present their projects to showcase the cultural background of themselves.

- Class discussions on the topics of immigration & assimilation for immigrants.
- Discussion after the unit: How does one's culture help shape one's identity, values, and worldview?

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans

Specific Resources for Unit

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Specific Resources for Unit –

Attached Affirmative Action Compliance Checklist

- National Geographic Learning Edge 2014 B: Student Edition.
- Teacher created worksheets and information.
- Educational digital sites

<https://quizlet.com>

<https://edpuzzle.com>

<https://l-www.voki.com/>

<https://es.islcollective.com/>

www.njtesol-njbe.org

<https://www.esl-lab.com/>

Interdisciplinary Connectedness

informational text, historical fiction, Social Studies, Science, Art

Technology Integration

- Use of interactive board
- Use of ChromeBooks in the classroom

- Educational digital sites

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Diversity, Equity, & Inclusion

This unit focuses on student's diverse cultural and language backgrounds, students in ESL come from all different countries and have different English proficiency levels, the first unit emphasizes on the importance of recognizing different cultures, and respecting each other.

We strive to acknowledge a range of differences in the ESL classroom.

Student's performance expectations will be based on their individual abilities (so the expectations can look different for each student). The lessons will also be differentiated.

The classroom is a welcoming and inclusive environment for all students regardless of race or ethnicity, sexual and gender identities, mental and physical abilities and religious beliefs.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
<ul style="list-style-type: none">• Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.• Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.• Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	<p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p> <p>7.1.AL.IPERS.6: Converse with members of the target culture with understanding about contemporary global issues, including climate change.</p> <p>7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</p>
<p>Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.</p>	