

# Unit 02: Where can a journey take you?

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 2

<b>Unit Title:</b>	<b>Where can a journey take you?</b>
<b>Suggested Duration:</b>	<b>6 weeks</b>

## Interdisciplinary Connections

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

## Technology Integration

Technology Integration
<p>Northern supports the integration of the <a href="#">SAMR Model</a>: a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares 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 Explain

- Generate and convey initial thinking
- Offer alternatives to extend or deepen awareness of factors that contribute to particular

outcomes

- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI 4-12 Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Refine claims and reasoning based on new information or evidence

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)
- Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view

ELD-LA 9-12 Inform Interpretive

Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas

WIDA ELD STANDARD 5 Language for Social Studies

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

ELD-SC 9-12 Explain Interpretive

Interpret scientific explanations by

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs

## STAGE I Desired Results

<b>STAGE I Desired Results</b>	
<b><i>Objective (Transfer)</i></b>	
<p><i>Students will be able to independently use their learning to...</i></p> <p>recognize and help overcome obstacles that come their way. Reflect on what a journey is to them physically and mentally.</p>	
<b><i>Mastery</i></b>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <p>Life is like a journey. Meeting challenges and overcoming obstacles help us grow and change.</p>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> <li>• Is life a journey or a destination?</li> <li>• What are some ways you can grow on a journey?</li> <li>• Why do people and animals begin a journey?</li> <li>• How do you know when you have reached the end of your journey?</li> </ul>
<b><i>Acquisition</i></b>	
<p><i>Students will know . . .</i></p> <p>Language Structure:</p> <ul style="list-style-type: none"> <li>• passive voice,</li> <li>• Adjectives,</li> <li>• adverb clauses of time.</li> </ul> <p>Writing Elements/ Structure:</p> <p>Focus of point of view, establishing character, establishing setting, events in a logical sequence, include transitions.</p> <p>Key Words: Civilizations, expeditions, explorations, markets, navigator, trade, biologists, herd, journey, landscape, magnetic,</p>	<p><i>Students will be skilled at . . .</i></p> <p>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</p> <p>their knowledge of exploring, migrating, leaving home and trying to return.</p> <p>Write a story from a different point of view, a personal narrative, a story with a story starter, a personal letter.</p>

starvation.

Academic Word: Abandon, collapse, finally, investigate, react, strategy, conducted, established, financed, region, varied, approaches, migrate, sufficient, transport, adjust, emphasize, expand,immigration, temporary.

Literary Words: plot, character, point of view, simile and metaphor.

## STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<p><u>Formative Assessments:</u> Checking for Understanding</p> <p>Interpretive readings</p> <p>Group reading</p> <p>Read as a class, teacher led discussions</p> <p>Listening Activities - Great Migration: Red Crabs</p> <p>Listening and Speaking: Retell, reader's theater, personal narrative</p> <p>Students' conversations / Communicative Activities</p>	<p>Summative Assessments:</p> <ul style="list-style-type: none"><li>• Descriptive essay writing: (Narrative) Write a fictional narrative (using the six traits of writing) about a character's short trip or weekend visit.</li><li>• Grammar quiz</li><li>• "My Life Journey" poster project presentation - Students will use pictures to represent 15 chosen important events/stages of their lives since birth. Create a poster and present their life journey to the class.</li><li>• "Animal Migration" project presentation - students will each pick an animal that migrates and complete a research project.</li><li>• ACCESS testing practice - topic "journey" Speaking, Writing</li></ul>
Modifications	
<p>How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)</p> <p>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.</p> <p>Instructions and performance expectations (rubric) are differentiated base on student's language</p>	

proficiency levels, align with the "can do" charts, and use their ACCESS testing results as references.

## **STAGE III Learning Plan**

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#### **Organize plan by weeks**

Week 1: What is a Journey?

- Google slide presentation to start class discussions of the definition of journey.
- Introduce journey related vocabulary.
- Describe a person, event, object or experience, identify problems and solutions.
- Write a personal narrative
- Write a friendly and or personal letter to give suggestions to someone that wants to move to America. (write a persuasive paragraph)

Week 2 : My Life Journey.

- Students start working on their life journey poster project. Write scripts to describe at least 15 important life events since birth. Find photos or pictures that represent each event.
- Active vs Passive voice.
- Daily grammar practice.

Week 3: Life is a Journey

- Students will present their posters.
- As a class we will pick a celebrity (or two, depending on the student size of the year) and collaboratively create a timeline of this celebrity's life journey.
- Creating and using graphic organizers, summarize, classify, predict and draw conclusions, analyze text, write a resource report and use reference materials.
- Daily grammar practice.

Week 4: Animal Migration.

- Red Crab on the Christmas island. Video on youtube. Reading. Cartoon drawing and writing.
- Students will each pick an animal that migrates and make a Google Slide project.
- Analyze text, write a resource report and use reference materials, use a question and answer format to interview a person, compare and contrast, use graphic organizers, sequence, write about self, autobiography, use diagrams and charts.

Week 5:

- Animal Migration quiz online. Learn about animal migration.
- Students will present their projects to the class.
- Students will write about a trip/journey they have taken.
- Adjectives, & adverb clauses of time. Grammar practices.

Week 6 : Wrap-up the Unit.

- Make a survey, read and interpret maps, describe and illustrate cycles.
- Revisit unit essential questions.

### 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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- National Geographic Learning Edge 2014 B: Student Edition.
- Readings from National Geographic website about animal migrations.
- Online readings.
- Red Crab migration videos.
- Teacher created worksheets and information.

- Educational digital sites

<https://quizlet.com>

<https://edpuzzle.com>

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

[www.njtesol-njbe.org](http://www.njtesol-njbe.org)

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

<https://nationalzoo.si.edu/migratory-birds/play-migration-game>

## Diversity, Equity, & Inclusion

### Diversity, Equity & Inclusion

Provide a brief description of how this unit addresses DE&I.

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.

In the ESL classroom, student diversity is always emphasized and integrated into the lessons by implement culture into discussion activities.

## 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
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Presentational communication involves presenting information, concepts and ideas to an audience of listeners or readers on a variety of topics.</p>	<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.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</p> <p>7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.</p> <p>7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</p> <p>7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.</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 <a href="#">Core Idea and Performance Expectation</a> from NJDOE link above.</p>	