

Unit 04: What defines success?

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 4

Unit Title:	What defines success?
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

Technology Integration
<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 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

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-SI 4-12 Inform ● Define and classify facts and interpretations; determine what is known vs. unknown ● Report on explicit and inferred characteristics, patterns, or behavior ● Describe the parts and wholes of a system ● Sort, clarify, and summarize relationships ● Summarize most important aspects of information

ELD-SI 4-12 Explain ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ● Compare changing variables, factors, and circumstances ● 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 ● Clarify and elaborate ideas based on feedback ● Evaluate changes in thinking, identifying trade-offs ● 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 ● Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships ● Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA 9-12 Inform Expressive Construct informational texts in language arts that ● Introduce and define topic and/or entity for audience ● Establish an objective or neutral stance ● Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships ● Develop coherence and cohesion throughout text

WIDA ELD STANDARD 4 Language for Science

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 ● Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

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 • Analyzing sources for logical relationships among contributing factors, causes, or related concepts • Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS 9-12 Explain Expressive Construct social studies explanations that • Introduce and contextualize multiple phenomena or events • Establish perspective for communicating intended and unintended outcomes, consequences, or documentation • Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses • Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events

STAGE I Desired Results

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Objective (Transfer)	
<i>Students will be able to independently use their learning to... know that individuals achieve success in different ways.</i>	
Mastery	
<u>Enduring Understanding</u> <i>Students will understand that... People achieve success in different ways.</i>	<u>Essential Questions</u> <ul style="list-style-type: none">• What defines success?• What are some elements of success?• What are some different ways people can be successful?• What characteristics and or qualities lead to success?• What would you have to overcome to reach your goal?

Acquisition

Students will know . . .

Language Structure:

- Phrasal verbs
- Quantifiers - many / much / some / any
- Gerunds & Infinitives
- Independent and dependent clauses

Reading Strategy: Connect ideas, distinguish fact from opinion, predict, ask questions.

Writing Elements/ Structure: Tell how things are alike and how they are different, state problems clearly and give possible solutions, give reasons why something does or doesn't measure up. Use the five Ws.

Key Words: Vision; goal, passion

Discipline, determination, support,

Integrity, humility, enterprise, excelled, famine, satellite, scholarship, self-portrait, corporation, engineer, innovation, physicist, robotics, theories.

Academic Words: Aid, commitment, contribution, global, priority, cultural, distinctive, interpret, precise, pursue, considerable, displayed, objective, participate, previous, affect, attain, awareness, challenge, design.

Literary Words: metaphor, repetition, stanza, character motivation, suspense.

Students will be skilled at . . .

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 people who have overcome hardships, helped others and worked hard to achieve success.

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
Formative Assessments: Checking for Understanding <ul style="list-style-type: none"> • Reading • Writing • Speaking (record their answers on flipgrid - practice for ACCESS testing) • Listening • Online worksheets • Individual and group activities • Shark tank videos and my shark tank idea writing 	<ul style="list-style-type: none"> • Exposition; Write a news article reporting on an interesting and successful school event, analyze what made the event successful. • Grammar quiz • Writing: Elements of Success (persuasive essay writing) • “Most Influential People of the Year 202_” project and presentation • “World’s Leading Companies” research project presentation
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 proficiency levels, align with the "can do" charts, and use their ACCESS testing results as references.</p>	

STAGE III Learning Plan

STAGE III Learning Plan
<p>Organize plan by weeks</p> <p>Week 1: Introduction - What Defines Success?</p> <ul style="list-style-type: none"> • Introducing key vocabulary. Students will use quizlet sets and other resources to practice new key vocabulary. • Discussion - what success means to each student. • Reading - elements of success & 40 quotes of success.

- Writing - write a personal narrative.
- Grammar focus: phrasal verbs.

Week 2: Literacy Journey of Curtis Aikens

- Watch the TED talk video: Literacy is the Answer | John Trischitti | TEDxACU, then have whole class / small group discussions.
- National Geographic Learning Edge 2014 B: Reading. (Literacy Journey of Curtis Aikens)
- After reading - Students will describe a person, event, object or experience, identify problems and solutions.
- Grammar focus: phrasal verbs.

Week 3: What Makes a Person Successful?

- Discussion of Curtis' journey. Create a timeline of important life events that led to his success. Creating and using graphic organizers, summarize, classify, predict and draw conclusions, analyze text.
- Make connections: related Curtis' story to the elements of success in writing.
- Grammar focus: Quantifiers - many / much / some / any

Week 4: Most Influential People of the Year / (or) World's Leading Company (depending on the year, we do different projects)

- Students will pick a person from NYtimes Most Influential People of the Year. (Or pick one of the world's leading companies) And create graphic organizers, summarize, classify, predict and draw conclusions, analyze text. Recognize and apply cause and effect.
- Students will present their projects to the class and learn from their peers' projects.
- Whole class / small group discussions will be held.
- Grammar focus: Gerunds & Infinitives

Week 5: How do you achieve your goal?

- Essay Writing - goals and how to reach your goals.
- Grammar focus: Independent and dependent clauses

Week 6 : Wrap-up the Unit.

- Revisit unit essential questions. Rethink what success is. Did you change your view? Did you learn something new from all these successful people that we read about?

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

Specific Resources for Unit

- National Geographic Learning Edge 2014 B: Student Edition.
- Online readings.
- TEDtalk videos.
- Shark tank success stories videos and news report.
- Teacher created worksheets and information.
- Educational digital sites

<https://quizlet.com>

<https://edpuzzle.com>

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

www.njtesol-njbe.org

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

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
<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. • Presentational communication involves presenting information, concepts and ideas to an audience of listeners or readers on a variety of topics. • Speakers and writers gain confidence and 	<ul style="list-style-type: none"> • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. • 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community. • 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change. • 7.1.IH.IPRET.8: Collect, share and analyze data related to global issues including

competence as they progress along the proficiency continuum.

climate change.

- 7.1.AL.IPRET.10: Collect, share and analyze data related to global issues including climate change.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
- 7.1.IH.IPRET.8: Collect, share and analyze data related to global issues including climate change.
- 7.1.AL.IPRET.10: Collect, share and analyze data related to global issues including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
- 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.
- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by

people in the students' own culture.

- 7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time and compare with changing perspectives in one's own culture.

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 Core Idea and Performance Expectation from NJDOE link above.