

Unit 02: Kids like me

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 2

Unit Title:	Kids Like Me
Suggested Duration:	4 weeks

Interdisciplinary Connections

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<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion6-8.pdf</p> <p>Math Practices: https://www.nj.gov/education/standards/math/Docs/2016NJSLS-M_K-12.pdf</p> <p>Science Practices: https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_6-8.pdf</p> <p>Find and paste appropriate <u>Companion Standards</u> or <u>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 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 6-8

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

WIDA ELD STANDARD 2 Language for Language Arts

ELD-LA 6-8 Narrate Interpretive Interpret language arts narratives by ● Identifying a theme or central idea that develops over the course of a text ● Analyzing how character attributes and actions develop in relation to events or dialogue ● Evaluating impact of specific word choices about meaning and tone

ELD-LA 6-8 Inform Interpretive Interpret informational texts in language arts by ● Identifying and/or summarizing main ideas and their relationship to supporting ideas ● Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors ● Evaluating the impact of author's key word choices over the course of a text

ELD-LA 6-8 Inform Expressive Construct informational texts in language arts that ● Introduce and define topic and/or entity for audience ● Establish objective or neutral stance ● Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors ● Develop coherence and cohesion throughout text

ELD-LA 6-8 Argue Interpretive Interpret language arts arguments by ● Identifying and summarizing central idea distinct from prior knowledge or opinions ● Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints ● Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA 6-8 Argue Expressive Construct language arts arguments that • Introduce and develop claim(s) and acknowledge counterclaim(s) • Support claims with reasons and evidence that are clear, relevant, and credible • Establish and maintain formal style • Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

ELD-LA 6-8 Narrate Expressive Construct language arts narratives that • Orient audience to context and point of view • Develop and describe characters and their relationships • Develop story, including themes with complication and resolution, time, and event sequences • Engage and adjust for audience

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS 6-8 Explain Interpretive Interpret social studies explanations by • Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for logical relationships among contributing factors or causes • Evaluating experts' points of agreement, along with strengths and weakness of explanations

ELD-SS 6-8 Explain Expressive Construct social studies explanations that • Introduce and contextualize phenomena or events • Establish perspective for communicating outcomes, consequences, or documentation • Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses • Generalize multiple causes and effects of developments or events

ELD-SS 6-8 Argue Interpretive Interpret social studies arguments by • Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective) • Analyzing relevant information from multiple sources to support claims • Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS 6-8 Argue Expressive Construct social studies arguments that • Introduce and contextualize topic • Select relevant information to support claims with evidence gathered from multiple sources • Establish perspective • Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

STAGE I Desired Results

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<i>Objective (Transfer)</i>

Students will be able to independently use their learning to...

Learn about different cultures and backgrounds and other people's immigrant experiences.

Mastery

Enduring Understanding

Students will understand that...

Students will develop an awareness of cultural diversity and determine its impact on their lives.

Essential Questions

- Why do people come to the United States?
- What is different about living in the United States compared to your country?
- What are the relationships between language and personalities?
- Do you change personality when you speak in a different language?

Acquisition

Students will know . . .

The definition of cultural diversity, how their unique background and life experiences made them who they are today, and being an immigrant / newcomer to our school - they are not alone.

Grammar focus - what are verbs? Irregular verbs, past tense verbs.

Words - culture, observe, native country, native language, priority, opportunity, close-knit, relative, appreciate, advice, immigrant, compare, contrast

Students will be skilled at . . .

The students will 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 the English language and graphic organizers

STAGE II Assessment Evidence

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Practice	Assessments

<p>Practice</p> <ul style="list-style-type: none"> • Reading comprehension and discussion. • Listening and Speaking practices. • Listening (The multiple personalities of multilingual people) 	<p>Assessments</p> <ul style="list-style-type: none"> • Writing assessment. • “My identity chart” and presentation. • Cultural Identity Writing.
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: Kids Like Me</p> <ul style="list-style-type: none"> • Introduce the unit with the reading <i>Kids Like Me - voices of immigrant experiences</i> by Judith M. Bolhm and Terri lapinski. • Vocabulary practices. Quizlet. • Pair and class discussion (use same questions in the reading). • Writing practice. • Summarize the reading. • Conduct interviews. - Interview report. <p>Week 2: My Cultural Identity</p> <ul style="list-style-type: none"> • Discussion: What is “cultural identity?” • Students will complete google form questions then make a chart “my cultural identity.” • Reading: <i>It’s Our Story, Too</i>.

- Grammar Practices.

Week 3:

- Listening: [The Multiple Personalities of Multilingual People](#)
- Discuss the relationships between a person’s personalities and the language(s) one speaks.
- Read/analyze maps and charts – vocabulary
- Grammar Practice

Week 4:

- Writing assessment: *write a friendly letter to a friend.*
- Discuss stages of culture shock. Write about your experience.
- Share and discuss.
- Wrap up the unit.

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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- Readings.
- Youtube videos
- Videos on Edpuzzle and comprehension questions
- Gaming resources
- Discussion guides
- Google Slides with pictures and vocabulary

- Listening resource <https://www.npr.org/2015/11/27/457376577/the-multiple-personalities-of-multilingual-people>
- Reading Kids Like Me & It's Our Story, too.

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 	<ul style="list-style-type: none"> • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written

reading culturally authentic materials in the target language.

- Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
- Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

messages found in short culturally authentic materials on global issues, including climate change.

- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
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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.