

Unit 04: Journeys

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 4

| | |
|----------------------------|-----------------|
| Unit Title: | Journeys |
| Suggested Duration: | 5 weeks |

Interdisciplinary Connections

| Interdisciplinary Connections |
|---|
| <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

| 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

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 4 Language for Science

ELD-SC 6-8 Explain Interpretive Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

ELD-SC 6-8 Explain Expressive Construct scientific explanations that

- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems
- Summarize patterns in evidence, making trade-offs, revising, and retesting

ELD-SC 6-8 Argue Interpretive Interpret scientific arguments by

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

ELD-SC 6-8 Argue Expressive Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s)
- Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

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

| STAGE I Desired Results | |
|---|---|
| <i>Objective (Transfer)</i> | |
| <i>Students will be able to independently use their learning to... Learn about people from different places, different meanings of journey, animal journeys, and life journeys.</i> | |
| <i>Mastery</i> | |
| <p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Students will learn about people that do not live in one place, but move from place to place. Nomads live all around the world. • Life is like a journey. Meeting challenges and overcoming obstacles help us grow and change. | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • Why do people move from place to place? • Where do they move? • How do they decide where to go and what role does the environment play? • What do they carry with them? • Why do animals move (migrate)? • What other journeys can you think of? |
| <i>Acquisition</i> | |
| <i>Students will know . . .</i> | <i>Students will be skilled at . . .</i> |

| | |
|--|--|
| <p>Language Structure:</p> <ul style="list-style-type: none"> • passive voice, • Adjectives, • adverb clauses of time. <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, starvation.</p> <p>Academic Word: Abandon, collapse, finally, investigate, react, strategy, conducted, established, financed, region, varied, approaches, migrate, sufficient, transport, adjust, emphasize, expand,immigration, temporary.</p> <p>Literary Words: plot, character, point of view, simile and metaphor.</p> | <p>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 nomads and shelters.</p> |
|--|--|

STAGE II Assessment Evidence

| STAGE II Assessment Evidence | |
|--|--|
| Practice | Assessments |
| <ul style="list-style-type: none"> • Checking for Understanding • Interpretive readings • Listening Activities • Listening and Speaking: Retell, reader’s theater, personal narrative • Students’ conversations / | <ul style="list-style-type: none"> • “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. • “Animal Migration” project presentation - students will each pick an animal that migrates and complete a research project. • Descriptive essay writing: (Narrative) Write a |

Communicative Activities

fictional narrative (using the six traits of writing) about a character's short trip or weekend visit.

- Grammar quiz

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: What is a Journey?

- Google slide presentation to start class discussions of the definition of journey.
- Introducing 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.

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.
- Teacher created worksheets and information.

- Educational digital sites

<https://quizlet.com>

<https://edpuzzle.com>

<https://1-www.voki.com/>

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

www.njtesol-njbe.org

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. |

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. • Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | <ul style="list-style-type: none"> • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written 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. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. |
| <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> | |