

Unit 03: Where are you from?

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 3

Unit Title:	Where are you from?
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 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 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

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>	
<p><i>Students will be able to independently use their learning to...</i></p> <p>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.</p>	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Cultures are composed of physical/material manifestations as well as beliefs, ideas, and values. • One's culture shapes his/her identity, values, and worldview 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • 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?
<i>Acquisition</i>	
<p><i>Students will know . . .</i></p> <p>Language Structure:</p> <p>Simple Present – Be</p> <p>Simple Present Vs. Present Progressive</p> <p>Singular & Plural Nouns</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 their knowledge of culture, languages, and identity.</p>

<p>Articles</p> <p>Pronouns</p> <p>Prefix and Suffix (word roots)</p> <p>Adverbs of Frequency</p> <p>Regular vs Irregular Verbs</p> <p>Synonym vs Antonym</p> <p>Reading Strategy:</p> <ul style="list-style-type: none"> • Identify problem and solution, use visuals, identify cause and effect, make inferences. • Interact with texts. <p>Writing Elements/ Structure:</p> <ul style="list-style-type: none"> • Focus of point of view, establishing character, establishing setting, events in a logical sequence, include transitions. <p>Key Vocabulary: Immigration, experience,immigrant, foundation, diversity, influence, cultures, assimilation, global, familiar, identity, value.</p>	
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STAGE II Assessment Evidence

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Practice	Assessments
<ul style="list-style-type: none"> • Reading comprehension and discussion. • Listening and Speaking practices. 	<ul style="list-style-type: none"> • Self-introduction avatar presentation: Students will write a paragraph about themselves and create an avatar using Voki. • “Familiar Things” project presentation: Students

- Checking for Understanding
- Interpretive readings
- Listening Activities
- Students' conversations / Communicative Activities

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 level.
- Descriptive essay writing: Students will write about their first impressions of America and their experience of culture shock.
- 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

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Organize plan by weeks

Week 1: Voki - My Avatar

- Create an avatar with voki.
- 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.
- Plural nouns practice worksheet.
- Introducing pronouns.
- Daily grammar practice.

Week 2: Interact with Texts.

- Pair and group discussion on the reading - *Call Me Maria*
- Connecting reading to writing.

- 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 3: 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 4: 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

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://l-www.voki.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. • 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>	