

Course Title – English as a Second Language: I and II

Implement start year – 2018-2019

Revision Committee Members

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Unit #4: Influential People

Transfer Goal –

Students will be able to independently use their learning to explore and communicate effectively using the language of social studies.

Stage 1 – Desired Results

Established Goals

WIDA: English Language Development Standards

<https://www.wida.us/>

NJSLS: ELA: Grades 9 and 10; Grades 11 and 12

<http://nj.gov/education/cccs/2016/ela/>

ELD Standard 1: Social and Instructional Language

ELD Standard 5: The Language of Social Studies

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

21st Century Themes

(www.21stcenturyskills.org)

Global Awareness

Financial, Economic, Business and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills:

Information Literacy

Media Literacy

ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

<p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p><input type="checkbox"/> Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><input type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> reading in English requires the ability to determine words in context, to summarize and to compare and contrast.</p> <p><i>EU 2</i></p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How can a student improve reading skills? • What makes writing worth reading? • How are reading skills more applicable to the larger world? • Why isn't a dictionary enough to make meaning?

<p>communicating in English requires the ability to participate orally in a variety of discussions.</p> <p><i>EU 3</i> writing in English requires the ability to select appropriate vocabulary and apply accurate conventions of Standard English.</p> <p><i>EU 4</i> participation in society necessitates using technology and social media.</p>	<p><i>EU 2</i></p> <ul style="list-style-type: none"> • How can a student improve his/her listening skills? • How can a student improve his/her speaking skills? • How is spoken language different from written language? • What do good speakers sound like? • What techniques can I use to be a better speaker? • How can I express complex ideas using simple terms? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can expanding vocabulary help students communicate more effectively? • How can organization improve writing for academic purposes? • How can a student improve writing skills? • How is written language different from spoken language? • How is writing applied to the larger world? • What am I trying to achieve through my writing? • How can I express complex ideas using simple terms? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How can technology and social media help students investigate the subject of social studies? • Why is technology a necessary part of my life? • How might technology enhance expression and communication? • How might technology hinder expression and communication?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • key people in civil rights, public policy, art, music, science, architecture, sports • identify the characteristics of influential people • historic, social and personal obstacles related to influential people • historic, social and personal inspiration related to influential people • prefixes, roots, suffixes, parts of speech, collocations • main idea and supporting ideas • sequencing/timeline • vocabulary of social studies 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • discuss the characteristics of influential people • interpret how obstacles help shape the accomplishments of influential people • interpret how the inspiration and support of others help shape the accomplishments of influential people • use context clues and word parts to determine meaning • analyze main and supporting ideas for aiding in clarification • interpret charts and graphs for aiding in comprehension

<p><i>EU 2</i></p> <ul style="list-style-type: none"> • verbal and non-verbal presentation techniques • active listening strategies • debate techniques • pronunciation of new vocabulary <p><i>EU 3</i></p> <ul style="list-style-type: none"> • writing-related vocabulary • steps in process writing • parts of the paragraph and/or essay • conventions of Standard English • how to paraphrase, quote and cite information in text <p><i>EU 4</i></p> <ul style="list-style-type: none"> • History databases in LRHSD domain • Power Point • Research Guide/Purdue Owl Lab 	<p><i>EU 2</i></p> <ul style="list-style-type: none"> • demonstrate effective public speaking techniques • interpret the content of speeches made by influential people • interpret and critique peer presentations about influential people • debate the key characteristics of influential people • analyze how influential people have not all made a positive impact in/on the world <p><i>EU 3</i></p> <ul style="list-style-type: none"> • apply vocabulary of social studies in sentences with context clues • rewrite biographical information using original wording • use the process approach to writing • outline information for aiding in clarification • compose a cohesive paragraph or essay on an influential person • summarize significant events and experiences of an influential person • compose a paragraph and/or essay about an influential person <p><i>EU 4</i></p> <ul style="list-style-type: none"> • conduct research about influential people using database information • utilize Power Point program to present findings
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Stage 2 – Assessment Evidence

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Research, Responses to prompts, Observations, Dialogues, Quizzes, Role-Playing, Peer Interviews, Think-Pair-Share, Ticket to Leave, Journaling

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Defining key terms and common language of Social Studies (A)
- Complete grammar exercises. (A)
- Verbally summarize articles about influential people from Easy English News. (A)
- Review and discuss main points and organization of sample biographies. (A)
- Complete an outline of sample biography. (A)
- Use graphic organizers to organize topics and support. (A)
- Match pictures of influential people to names (A)
- View commercials that celebrate influential people (Mille Dresselhaus etc.) (M)
- Create timeline of influential people (A, M)
- Frayer Model: characteristics of influential people (A, M)
- Compare and contrast the positive and negative influences of famous individuals (M)
- Read biographies of influential people and answer comprehension questions (A,M)
- Read data-base base articles and answer open-ended questions. (M)
- View and listen to TED Talks by influential people and explain each speaker's main and supporting ideas both verbally and in writing. (M)
- Compose claims and topic sentences for sample paragraphs about influential people. (A, M)
- Practice brainstorming various topics and subtopics related to influential people. (A)
- Identify and edit errors in grammar and punctuation. (A, M)
- Compose a poem about an influential person. (M, T)
- Using the process approach, compose a Cause/Effect paragraph or essay that focuses on what has influences a person or how a person has influenced some aspect of history, industry, art, culture etc.
- Using the process approach, create a Power Point presentation on an influential person from native culture. (M, T)
- Deliver a Power Point presentation to the class about an influential person from student's native country (M, T)
- Respond to classmates' presentations with questions and comments. (T)
- View a film about an influential person (i.e. *Selma*, *The Theory of Everything*, *Hidden Figures*, *Lincoln*) and discuss elements of the story. (M)
- Use the program Scratch to create a fictional story about an influential person. (M, T)
- Visit the Franklin Institute or Philadelphia Museum of Art and respond in writing about an influential person. (M, T)
- Grammar Activities (A, M)
- Practice with Focus Correction Areas (A,M,T)
- Read and answer questions about *Easy English News* articles (A,M,T)
- Utilize reading and writing programs: Snap and Read, Co-Writer and Achieve 3000 (A,M,T)