

**Course:** English as a Second Language III  
**Unit 1:** Immigration

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### Stage One - Desired Results

#### Links to New Jersey Student Learning Standards for English Language Learners

WIDA: English Language Development Standards

[www.wida.wisc.edu](http://www.wida.wisc.edu)

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

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

#### Unit Standards:

ELD Standard 1: Social and Instructional Language

ELD Standard 2: The Language of Language Arts

ELD Standard 3: The Language of Mathematics

ELD Standard 5: The Language of Social Studies

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when

indicated or appropriate.

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.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

**Transfer Goal:** Students will be able to independently use their understanding of historic and current immigrant experiences to explore issues and policies for self-advocacy and empowerment.

Enduring Understandings

Students will understand that. . .

EU1

reading in English requires the ability to determine words in context, to summarize and to compare and contrast.

EU2

communicating in English requires the ability to participate orally in a variety of discussions.

EU3

writing in English requires the ability to select appropriate vocabulary and apply accurate conventions of Standard English.

Essential Questions

EU1

- How does summarizing and paraphrasing help you analyze text?
- How does comparing and contrasting multiple sources of information help you read and evaluate content?
- How does citing textual evidence support analysis?
- How can you improve reading skills?
- How are your reading skills more applicable to the larger world?

EU2

- How do you clearly and persuasively express your own perspectives?
- How do you evaluate others' points of views?
- How does your nonverbal body language, such as gestures, eye contact, and expression, affect your communication?
- How can you improve your listening and speaking skills?
- How is your spoken language different from your written language?

EU3

- How can expanding vocabulary help you communicate more effectively?
- How does the use of Standard English assist you in writing about immigrant experiences and immigration policies?
- How can you student improve writing skills for academic and personal purposes?

EU4

participation in society necessitates using technology.

- How is written language different from spoken language?
- How can your writing be applied to the larger world?

EU4

- How can technology help you investigate academic and personal areas of interest?
- How is technology a necessary part of your life?
- How might technology enhance expression and communication?

*Knowledge*

Students will know that. . .

EU1

- foundational terms such as employment opportunity, educational opportunity, refuge, refugee, religious freedom, personal liberty, struggle, legal and illegal immigration, ICE, naturalization process, the American Dream, First, Second generation, political asylum, immigrant rights.
- historic sites such as the Statue of Liberty and Ellis Island.
- historic documents such as the Constitution, the Amendments, the Dream Act/DACA, Immigration reform legislation.
- historic, cultural, linguistic, and personal struggles related to immigration.
- current events related to immigration.
- prefixes, roots, suffixes, parts of speech, collocations.
- differences between main and supporting ideas.
- timeline of immigration waves and policies.

*Skills*

Students will be able to. . .

EU1

- research information about historic and current immigration demographics, experiences, policies, and events.
- identify and evaluate resources for further inquiry.
- apply an understanding of the reasons for immigration to personal experiences.
- discuss the characteristics of immigrants.
- interpret how obstacles help shape the immigrant experience.
- use context clues and word parts to determine the meaning.
- analyze main and supporting ideas for aiding in clarification.
- interpret charts and graphs for aid in comprehension.

EU2

- related grammar.
- pronunciation of key terms and vocabulary.
- active listening strategies.
- verbal and non-verbal presentation techniques.

EU3

- steps in process writing.
- parts of the paragraph and/or essay.
- conventions of Standard English.
- how to paraphrase, quote and cite information in-text.
- writing-related vocabulary: claim/thesis, support, explanation, topic sentence, key nouns.
- parts of speech.

EU4

- history and newspaper databases in the LRHSD domain.
- presentation tools.
- Research Guide/Purdue Owl Lab.

EU2

- contact appropriate federal, state and local offices and ask for information.
- speak about the immigrant experience.
- share information about the class trip to Ellis Island.
- demonstrate effective public speaking techniques.
- identify details and interpret the content of major speeches and peer presentations.

EU 3

- apply vocabulary and terms in sentences with context clues.
- use the process approach to writing.
- compose a cohesive paragraph or essay.
- paraphrase, quote, and cite textual evidence own words.
- practice and apply conventions of Standard English.

EU4

- conduct research using databases.
- utilize presentation tools.

## Stage Two - Assessment

### Other Evidence:

- Responses to prompts
- Observations
- Dialogues
- Quizzes
- Role-Playing
- Peer Interviews
- Think-Pair-Share
- Ticket to Leave
- Discussion
- Evidence of the writing process
- Research
- Journaling

## Stage Three - Instruction

***Learning Plan:* Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: 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) EU 1,2,3
- Complete grammar exercises. (A) EU 1,2,3
- Summarize articles about immigrants from Easy English News. (A) EU 1,3
- Review and discuss main points and organization of articles about current and historic immigrant policies and experiences. (A) EU 1,2,3,4
- Read, complete an outline and answer open-ended questions of newspaper or database articles. (A) EU 1,2,4
- Use graphic organizers to organize topics and support. (A) EU 1,2,
- Brainstorm and share thoughts about The American Dream and reasons for immigration. (A) EU 1,2,3

- Notetaking (A) EU 1,2,3
- Cloze exercises (A) EU 1,3
- Identify and edit errors in grammar and punctuation. (A, M) EU 1,2,
- Ask and answer Wh- questions (A, M) EU 2,3
- View, discuss and write about “US Immigration Before 1965” videos and photos on History.com EU 1,2,3,4 (A, M)
- Complete a Web Quest using libertyellisfoundation.org (A, M) EU 1,2,3,4
- Create a timeline of historic immigration waves. (A, M) EU 1,3,4
- Read biographies of famous immigrants in the arts, sciences, culture, medicine, architecture, technology, business etc., answer comprehension questions and share findings. (A, M) EU 1,2,3,4
- Identify and edit errors in grammar and punctuation. (A, M) EU 1,3
- Create a Venn diagram of native country opportunities and US opportunities (M) EU 2,3
- Brainstorm topics for Informative, Persuasive and/or Cause/Effect essays. (M) EU 2,3
- Organize topics and support for Informative, Persuasive and/or Cause/Effect essay. (M) EU 1,2,3
- View and listen to the PBS documentaries “The New American” and “Immigration Battle” and explain each speaker’s main and supporting ideas both verbally and in writing. (M) EU 2,3,4
- View a film about the immigrant experiences and discuss elements of the story. (M, T) EU 2,3,4
- Read a book, short story and/or poem about the immigrant experiences and discuss and write about elements of the story. (M, T) EU 1,2,3,4
- Create a free verse and/or form poem about an immigrant. (M, T) EU 1,2,3,4
- Compose an Informative, Persuasive and/or Cause/Effect Essay. (M, T) EU 1,3,4
- Solve word problems related to immigrant statistics. (M, T) EU 1,3,
- Using the process approach and technology tools, create a presentation about a famous immigrant from your native culture. (M, T) EU 1,2,3,4
- Deliver a PowerPoint presentation to the class about a famous immigrant from student’s native country (M, T) EU 1,2,3,4
- Visit Ellis Island and discuss and respond in writing to what you learned and found meaningful. (M, T) EU 1,2,3,4
- Respond to classmates’ poems with questions and comments. (T) EU 2
- Utilize the reading and writing program Achieve3000 (A, M, T) 1,3,4