

Course: English as a Second Language III
Unit 2: Historical Movements and Moments

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Stage One - Desired Results

Links to New Jersey Student Learning Standards for this course:

WIDA: English Language Development Standards

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 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.

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.W3. Write narratives to develop real or imagined experiences or events using an effective technique, well-chosen details,

and well-structured event sequences.

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

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.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 learning to explore and communicate effectively using the language of social studies and language arts.

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.

EU4

participation in society necessitates using technology and social media.

Essential Questions

EU1

- How can you improve reading skills?
- How are reading skills more applicable to the larger world?
- Why isn't a dictionary enough to make meaning?

EU2

- How can you improve your listening skills?
- How can you improve your speaking skills?
- How is spoken language different from the written language?
- How does an effective speaker deliver their message?
- How can you express complex ideas using simple terms?

EU3

- How can expanding vocabulary help you communicate more effectively?
- How can organization improve writing for academic purposes?
- How can you improve writing skills?
- How is written language different from spoken language?
- How is writing applied to the larger world?
- How is your writing purpose conveyed?
- How can you express ideas using simple terms?

EU4

- How can technology and social media help you investigate the subject world movements and moments?
- Why is technology a necessary part of your life?
- How might technology enhance expression and

	<p>communication?</p> <ul style="list-style-type: none"> • How might technology hinder expression and communication?
<p><i>Knowledge:</i> <i>Students will know . . .</i></p> <p>EU1</p> <ul style="list-style-type: none"> • key vocabulary: protest, boycott, propaganda, civil disobedience, rebellion, culture, change, leaders, prejudice, bias, socioeconomic. • key movements and figures in American history: American Revolution, Abolitionist, Feminist, Civil Rights, Labor Movement, Anti War Movement, and Occupy Movement, etc. • various propaganda, texts, and media to propel each movement. • the historical and social context of each movement. <p>EU2</p> <ul style="list-style-type: none"> • verbal and non-verbal presentation techniques. • active listening strategies. • debate techniques. • pronunciation and definition of new vocabulary. <p>EU3</p> <ul style="list-style-type: none"> • writing-related vocabulary. • steps in the writing process. • parts of the paragraph and/or essay. • conventions of Standard English. 	<p><i>Skills</i> <i>Students will be able to . . .</i></p> <p>EU1</p> <ul style="list-style-type: none"> • discuss and present the characteristics of the movements. • interpret how the propaganda, texts, and media influenced each movement. • interpret how the inspiration and support of the movement were the catalysts for social and political change. • use context clues and word parts to determine the meaning. • interpret maps, charts, and graphs for aiding in comprehension. <p>EU2</p> <ul style="list-style-type: none"> • demonstrate effective public speaking techniques. • interpret the content of speeches made during the movement. • interpret and critique peer presentations about the movement. • debate the effectiveness of the movements. • analyze various movements that have been ineffective in the promotion of social and political change. <p>EU 3</p> <ul style="list-style-type: none"> • apply the vocabulary of social studies in sentences with context clues. • paraphrase informational texts.

- how to paraphrase, quote, and cite informational text.

EU4

- various databases in LRHSD Media Center.
- various presentations tools.
- research Guide/Purdue Owl Lab.

- employ the process approach to writing.
- outline information for aiding in clarification.
- compose a cohesive summary paragraph or essay about a movement in history.

EU4

- conduct research about influential people using database information.
- utilize various presentation tools.

Stage Two - Assessment

Other Evidence:

- Research
- Responses to Prompts
- Dialogues
- Quizzes
- Role Playing
- Peer Interviews
- Think-Pair-Share
- Exit Ticket
- Discussion
- Evidence of the Writing Process
- Peer Editing
- Journaling

- Presentations
- Summarizers
- Activators

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 1,3
- Practice brainstorming various topics and subtopics related to historical movements (A) EU 2,3
- Complete grammar exercises (A) EU 1,3
- Verbally summarize articles about movements from Easy English News (A) EU 1,2
- Review and discuss main points and organization of sample biographies about people associated with movements (A) EU 1,2
- Complete an outline of sample biography (A) EU 3
- Use graphic organizers to organize topics and support (A) EU 3
- Match pictures of influential people to names (A) EU 4
- Compose claims and topic sentences for sample paragraphs about historical movements (A, M) EU 3
- Grammar Activities (A, M) EU 1,3,4
- Identify and edit errors in grammar and punctuation (A, M)
- Create a timeline of influential moments and movements (A, M) EU 3
- Frayer Model: historical movements (A, M) EU 3
- Read biographies of influential people and answer comprehension questions (A, M) EU
- Compare and contrast the positive and negative influences of historical movements (M) EU 2,3
- View a film about a historical movement and discuss elements of the story (M) EU 2,4
- Read database base articles and answer open-ended questions (M) EU 1
- View and listen to TED Talks about modern-day movements and explain each speaker's main and supporting ideas both verbally and in writing (M) EU 1,3,4
- Compose a poem from the perspective of someone closely related to the historical movement (M, T) EU 3
- Using the process approach, compose a Cause/Effect paragraph or essay that focuses on how these historical movements influenced some aspect of history, industry, art, culture etc.(M, T) EU 3
- Using the process approach, create a presentation about a historical movement from their native country (M, T) EU 2,3,4

- Use the program Scratch to create a movement about a cause in which they are passionate (M, T) EU 4
- Respond to classmates' presentations with questions and comments (T) EU 2,4
- Practice with Focus Correction Areas (A, M, T) EU 1,3,4
- Read and answer questions about *Easy English News* articles (A, M, T) EU 1,3
- Utilize reading and writing programs: Snap and Read, Co-Writer and Achieve 3000 (A, M, T) EU 1,2,3,4