

Unit 4: A Journey to My Present
Language Lab
12 Class Meetings

Created May 2021

Essential Questions

- Why do people migrate to other countries?
- How does having a diverse background impact me?

Enduring Understandings with Unit Goals

EU 1: People migrate to other countries for various reasons

- Formulate inquiries about family migration history
- Outline timeline of events
- Point out attributes of having a culturally diverse background

EU2: Presenting and addressing various audiences builds language proficiency and confidence

- Prepare multimedia visual presentation
- Speak to various audiences

CELP Standards

- 6-8.1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading and viewing
- 6-8.2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
- 6-8.3. Speak and write about grade-appropriate complex literary and informational texts and topics
- 6-8.5. Conduct research and evaluate and communicate findings to answer questions or solve problems
- 6-8.7. Adapt language choices to purpose, task and audience when speaking and Writing
- 6-8.9. Create clear and coherent grade-appropriate speech and text
- 6-8.10. Make accurate use of standard English to communicate in grade-appropriate speech and writing

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ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Collaborative grouping
2. Cultural research
3. Apply presentational skills

Key Terms: culture, family, history, migration, immigration

Vocabulary: chronological order, journey, ancestors, upbringing, siblings, heritage

Interdisciplinary Connection:

- Social & Emotional, LA, SS

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Develop understanding of key terms and vocabulary
- Summarize the reasons why my family came to this country
- Formulate inquiries about family interview
- Evaluate interview questions and construct a questionnaire *
- Produce a chronological order outline to reflect immigration experiences
- Apply evidence from the interview to write facts about my family
- Research specific information about student's native country/countries *
- Describe advantages of having a culturally diverse background
- Discuss similarities and differences about their journeys
- Construct presentation using evidence from outlines

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Instructional Strategies/Differentiated Instruction

- Accountable Talk discussions
- Graphic Organizers
- Self-assessments
- Strategic grouping
- Personal Connections
- Word Walls/visuals
- Small/Whole group discussion
- Pair/Share
- Sentence Starters

Assessments

FORMATIVE ASSESSMENTS:

- Journal responses
- Do Now
- Outlines
- Grammar practice
- Student discussions/responses
- Writing check assessments
- Accountable talk discussions
- Graphic organizers
- Exit slips

SUMMATIVE ASSESSMENTS:

- Life's Journey Presentation

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Unit Task

Unit Task Name: Life's Journey Presentation

Description: This performance task gives students a chance to demonstrate their understanding and gain knowledge of their cultural history. Students will be crafting and presenting their experiences of information gained from their findings in **EU 1: People migrate to other countries for various reasons**, and utilizing their presentational skills acquired in **EU2: Presenting and addressing various audiences builds language proficiency and confidence**

Evaluation: Summative Assessment and Future Rubric in 2021-2022 school year

Unit Resources

- Interview data
- Internet databases
- Worksheets
- Laptops
- Journals
- YouTube
- TED Talks