

Unit 1: Language Proficiency
Language Academy
15 Class Meetings

Created May 2021

Essential Questions

- What are your individual strengths and needs as a learner?
- How does language define you?

Enduring Understandings with Unit Goals

EU 1: Students will express how language proficiency impacts their learning

- Use resources to discover language proficiencies
- Generate and understand LAS Links levels and domains
- Exchange and present dialog about comparisons between LAS Links scores

EU 2: Every student has individual strengths, needs, and interests

- Synthesize and contrast learning style inventory to identify preferences and strengths
- Identify self-advocacy skills that need to be improved □
- Student shares his strengths, interests, as well as areas of improvement for their EL plan

CELP Standards

- 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
- 6-8.10. Make accurate use of standard English to communicate in grade-appropriate speech and writing

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.

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Unit Content Overview

1. Reading informational text
 - LAS Links scores
 - Language proficiencies
 - Produce accountable conversations to express proficiency levels

2. Writing – Engage in the writing process to address teachers and peers
 - Self and peer assessments using rubrics
 - Reflect on areas of improvement

3. Listening & Speaking-participate in oral exchanges about strengths and weaknesses
 - Provide specific examples using grammatical structures
 - Discussion on language proficiency
 - Accommodations
 - Teacher Letter
 - Successful language learners
 - Self-Determination skills
 - Learning style inventory
 - Fact sheet on disability with accommodations
 - Self-advocacy plan

Key Terms: language proficiency, learning styles, self-advocate

Vocabulary: culture, proficiency, accommodations, strength, weakness, accountable talk

Interdisciplinary Connection:

- Social & Emotional, LA, SS, Spanish

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Daily Learning Objectives with *Do Now* Activities

Students will be able to...

- Contrast and compare four domains from LAS Links
- LAS LINKS PRACTICE TEST WEEK
- Summarize the importance of Hispanic Heritage month
- Analyze the contributions of a specific Hispanic figure (Mini-Project)
- Describe and assess strengths and weaknesses as a language learner
- Formulate a self-improvement action plan
- Outline EL presentation (Unit task) *
- Illustrate and interpret “El día de los muertos” *
- Contrast and compare “El día de los muertos” and “Halloween”
- Infer and summarize “El día de los muertos” *

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Instructional Strategies/Differentiated Instruction

- Accountable Talk discussions
- Graphic Organizers
- Self-assessments
- Strategic grouping
- Personal Connections
- Word Walls/visuals
- Chunking
- Small/Whole group discussion
- Pair/Share
- Shortened/modified reading and writing assignments
- Sentence Starters

EL Strategies

- Word walls
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessment
- Marzano's 6 ways of introducing academic language

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Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Student discussions and responses
- Accountable Talk discussions
- Completed Notes
- Completed graphic organizers
- Observations
- Journal check
- Self-advocacy form
- Future rubric assessment in 21-22

SUMMATIVE ASSESSMENTS:

- Self-Advocacy reflection

Unit Task

Unit Task Name: Self-Advocacy Plan

Description: Students will use the information they have learned about their language proficiency to complete the Self-Advocacy Plan. On this form, students will summarize their language proficiency (EU 1), strengths, interests, areas of improvement as well as the necessary accommodations to be successful at ISAAC (EU 2).

Evaluation: Summative Assessment and ISAAC's literacy rubric.

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Unit Resources

- LAS Links individual data
- An educational journey for self-discovery to self-advocacy
- Internet databases
- Laptops