

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

Updated May 2026

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 • Interview family members • Outline country infographic • Point out details about family's cultural journey EU2: Writing about my family's culturally background helps my English proficiency • Summarize family interview • Apply transition words in an essay • Edit and revise the final product

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.

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Unit Content Overview
Key Terms: culture, family, history, migration, immigration Vocabulary: chronological order, journey, ancestors, upbringing, siblings, heritage <u>Interdisciplinary Connection:</u> • Social & Emotional, LA, SS

Daily Learning Objectives with <i>Do Now Activities</i>
Students will be able to... • Develop an understanding of key terms and vocabulary • Interview family members: <i>Journey to my Present</i> * • Contrast and compare interview results • Research specific information about the student's native country/countries * • Outline interview responses • Week of May 15th-19th • Summarize interview responses • Construct presentation using evidence from interview outline**

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Instructional Strategies/Differentiated Instruction
• Word Walls • Key Vocabulary • Marzano’s Six Strategies for Teaching Academic Language • Frayer Model • Morphology Instruction (teaching roots, prefixes, and suffixes) • Context Clues Practice (using sentence-level meaning to infer unfamiliar words) • Reading Comprehension and Access: • Pre-reading Strategies • Leveled Readings • Chunking Text • Audiobooks • Annotation Strategies (highlighting, margin notes, and symbols for comprehension) • Instructional Strategies: • Think, Write, Pair, Share (TWPS) • Explicit Modeling • Culturally Responsive Teaching • Graphic Organizers • Strategic Grouping • Non-verbal Assessments • Sentence Frames and Starters (helpful for English learners) • Choice Boards (students select from a variety of task options) • Exit Tickets (quick formative assessments at the end of a lesson) • Student Self-assessment and Reflection

Assessments
<u>FORMATIVE ASSESSMENTS:</u> Journal responses Do Now Outlines Grammar practice Student discussions/responses Writing check assessments Accountable talk discussions Graphic organizers Exit slips

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SUMMATIVE ASSESSMENTS:

A Journey to my Present Essay

Unit Task

Unit Task Name: A Journey to my Present Poster Presentation

Description: This performance task gives students a chance to demonstrate their understanding and gain knowledge from their cultural history. Students will be crafting their experiences using evidence from information gained from their interview findings in **EU 1: People migrate to other countries for various reasons**, and mastering essay writing skills learned in **EU2: Writing about my family's cultural background increases my English proficiency**.

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Unit Resources

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