

Unit Description - the lenses below describe the unit in overarching detail.

<p>This unit focuses on developing skills associated with main idea and citing evidence from primary & secondary sources associated with the American Dream. Students will analyze primary & secondary sources to interpret the meaning of symbols. After interpreting documents, students will develop a paragraph with a clear main idea and supporting evidence to describe symbols and their meaning. This unit will create foundational knowledge about the fundamental rights for Americans which will be later revisited in other units (i.e. Slavery, Civil Rights, America Today).</p>	<p>American Dream</p>	<p>9-10/ US History</p>
<p><i>What does it mean to be American?</i> <i>What is the American dream?</i> <i>What are the fundamental rights and freedoms for citizens?</i> <i>What beliefs form the foundation of the U.S. government?</i></p>		

Step 1. Defining our Clear Intended Learning

A. Define Priority Standards

- a. Note the standards for this unit from your scope & sequence document. *How are students using language to illustrate their understanding of class content?*

Priority Standards from Scope & Sequence	ELP Standards
<p>HS.6 - understand and analyze key historical concepts from 19th and 20th century History.</p>	<p>ELP 1 - construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>
<p>Supporting: RH.9-10.1 - Cite specific textual evidence to support analysis of primary & secondary sources, attending to such features as the date and origin of the information.</p>	<p>ELP 3 - speak and write about grade-appropriate complex literary and informational texts and topics.</p> <p>ELP 9 (because...) - create clear and coherent grade-appropriate speech and text.</p>

B. Task Design - *How will I know my students are proficient in the focus standards?*

- a. Include task instructions and sample response for a task that measures your focus standards.
 - i. *Does the task provide ample opportunity to express understanding of the unit standards?*

Task & Sample Response
<p>Students will be able to analyze an image and make statements about how specific parts of the image represent ideas related to democracy, the branches of government, and the American Dream.</p> <p>Link to Sample Response</p> <ol style="list-style-type: none"> 1. What do you see? 2. What do the symbols represent? 3. What does it mean? 4. What personal connections could you make? 5. What connections do you make to what we have studied? <p>Then they will collaborate with 2 other classmates to synthesize their images and relate it to the “American Dream”</p> <p>These images together represent the idea of the American Dream because...</p>

C. Task Analysis - *What do I want my students to know and do by the end of the unit?*

- a. Apply the task analysis process to analyze the demands of the target task. The resources below can help define analytical practices and disciplinary language.
 - i. [Changes in the Expertise of ESL Professionals](#) (Kibler, Valdes, Walqui, 2014, pp.10 - 13)
 - ii. [Depth of Knowledge](#)
 - iii. [ELPD Framework](#) (p.74)

Concepts	Analytical Practices	Disciplinary Language
primary & secondary sources The American Dream Democracy US Government Bill of Rights (Rights and Freedoms)	Describe observations Analyze Interpret Evaluate Main idea statement and support with reasoning and evidence	<p>Description I see..., I notice..., I observe...</p> <p>Analysis The symbols represent... The image shows the ____ as a symbol of ____. The (symbol) illustrates/demonstrates/shows...</p>

		<p>Interpret This means that ... This image reveals that... The symbols tell me...</p> <p>Evaluate</p> <p>I connect to this image because...</p> <p>Together, the images represent an idea of the American Dream because...</p>
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- D. Language Focus -** *What language will students need to express their understanding of class concepts? What language will they need to connect their thinking (disciplinary language)?*
- Detail the Tier III vocabulary terms students must know.
 - Detail the Tier II disciplinary language students need to connect their ideas (i.e., cause effect, compare contrast, sequencing)

Content Vocabulary	Disciplinary Language
<ul style="list-style-type: none"> ● primary source ● secondary source ● democracy ● government ● diversity ● freedom of religion ● freedom of speech ● right to assembly ● vote ● citizens ● branches of government (executive, legislative, judicial) ● Constitution ● “We the People” ● ballot ● hijab/headscarf ● Islam/Muslim ● flag ● megaphone ● voice ● protest 	<p>I see..</p> <p>The _____ represents...</p> <p>The message of this cartoon/image is....</p> <p>One personal connection I can make is....</p> <p>This relates to _____ because..../Together, the images represent an idea of the American Dream because...</p>

Step 2. Integrating Language and Content

A. Learning Outcomes - *How can we create learning targets that define our clear intended learning?*

- a. Craft learning outcomes that integrate the focus concepts, analytical practices, and language demands associated with the task.
- b. Use your task analysis as a scaffold to define the **concepts students must know**, the **analytical practice they use**, and the **language** they need to do it.
 - i. I can **summarize main ideas and details of the Cold War** using **sequencing language**.
 - ii. I can use our **class vocabulary** **describe** the **three dimensional shapes**.
- c. Pair your learning outcomes with the associated language and learning standards. The corresponding language proficiency standards will inform the next step.

B. Proficiency Scales - *How are students progressing in our clear intended learning? How do I know?*

- a. Define the range of student progress with the proficiency descriptors from the ELP Standard associated with the learning outcomes. From emergent to proficient, consider how student progress develops according to autonomy (heavy scaffolding to light), complexity (simple to complex), and clarity (unclear to clear). [This proficiency scale, adapted from the ELP Standards](#), can be a helpful guide.

Learning Outcomes	Standards & Correspondence	1	2	3	4
I can analyze primary & secondary sources to identify symbols and describe their meaning.	<p>RH.9-10.1 - Cite specific textual evidence to support analysis.</p> <p>ELP 1 - construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>	<p>Student uses a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in primary & secondary sources may use L1 to describe meaning 	<p>Student uses a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in primary & secondary sources 	<p>Student uses an emerging set of strategies to:</p> <ul style="list-style-type: none"> describe the main idea of symbols in primary & secondary sources with simple sentences 	<p>Student uses a developing set of strategies to:</p> <ul style="list-style-type: none"> describe the main idea in primary & secondary sources with some detail summarizes the primary or secondary source
I can cite evidence from a visual text to support my connections to	<p>RH.9-10.1 - Cite specific textual evidence to support analysis</p> <p>ELP 1 - construct</p>	<p>Student uses a very limited set of strategies to:</p> <ul style="list-style-type: none"> cite evidence with a few 	<p>Student uses a very limited set of strategies to:</p> <ul style="list-style-type: none"> cite evidence with a few key words 	<p>Student uses an emerging set of strategies to:</p> <ul style="list-style-type: none"> cite evidence from primary & secondary 	<p>Student uses a developing set of strategies to:</p> <ul style="list-style-type: none"> cite evidence from primary & secondary

<p>what I have studied about American democracy and government.</p>	<p>meaning from oral presentations and literary and informational text through</p>	<p>key words and phrases from primary & secondary sources</p> <ul style="list-style-type: none"> • may use L1 to support 	<p>and phrases from primary & secondary sources</p>	<p>sources with simple sentences</p>	<p>sources with some detail</p>
<p>I can use proposition and support language to describe rights and freedoms for American citizens (i.e. freedom of speech, freedom of religion, freedom of assembly).</p>	<p>HS.6 - understand and analyze key historical concepts from 19th and 20th century History.</p> <p>ELP 3 - speak and write about grade-appropriate complex literary and informational texts and topics.</p> <p>ELP 9 - create clear and coherent grade-appropriate speech and text.</p>	<p>Student uses a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a right or freedom • may use L1 to describe rights and freedom 	<ul style="list-style-type: none"> • Student uses a very limited set of strategies to: write a proposition and support sentence that identifies a right or freedom with modeled sentences and frames 	<p>Student uses an emerging set of strategies to:</p> <ul style="list-style-type: none"> • compose proposition and support sentences that describe rights and freedoms • develop the topic with a few details 	<p>Student uses a developing set of strategies to:</p> <ul style="list-style-type: none"> • compose a proposition and support paragraph that describe rights and freedoms • develop the topic with some relevant details, concepts, examples, and information • integrate graphics or multimedia when useful
<p>I can analyze primary & secondary sources to describe ideas and concepts related to the American Dream in a main idea and support paragraph.</p>	<p>HS.6 - understand and analyze key historical concepts from 19th and 20th century History.</p> <p>ELP 3 - speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<p>Student uses a very limited set of strategies to:</p> <ul style="list-style-type: none"> • write a main idea and support paragraph to describe the American dream with heavily modeled sentences and frames • may use L1 to describe the American Dream 	<p>Student uses a very limited set of strategies to:</p> <ul style="list-style-type: none"> • write a main idea and support paragraph to describe the American dream with modeled sentences and frames 	<p>Student uses an emerging set of strategies to:</p> <ul style="list-style-type: none"> • write a main idea and support paragraph to describe the American dream with modeled sentences and frames • develop the topic with a few details 	<p>Student uses a developing set of strategies to:</p> <ul style="list-style-type: none"> • write a main idea and support paragraph to describe the American dream with modeled sentences and frames • develop the topic with some relevant details, concepts, examples, and information • integrate graphics or multimedia when useful

Lesson Details & Sequence - Define the details of the lessons associated with the unit. This scope and sequence can be used to plan lessons in Three Moments (included below).

	Lesson 1	Lesson 2	Lesson 3
Outcomes	I can brainstorm symbols that represent “America” and the United States	I can define the branches of the US government and describe their basic functions.	I can explain the checks and balances system in a visual.
EQ	<i>What symbols represent “America”?</i>	<i>What are the jobs of the branches of government?</i>	<i>Why is the government divided into 3 branches?</i>
Task	Identify symbols of America (google drawing) Main idea and support (This is a symbol of America because...)	Identify which branch with set of jobs (sort into appropriate categories) Main idea and support- summary	What if paragraph- What if the branches were unbalanced? Main idea and support
Focus Vocabulary	symbol America United States government	government jobs/powers judicial branch executive branch legislative branch create/interpret/enforce congress laws president judge supreme court	democracy dictatorship checks balances vote veto create/interpret/enforce constitutional/unconstituti onal
Focus Language Forms & Functions	represent main idea support	main idea support identify describe define summary/summarize	main idea support balance/unbalance explain

	Lesson 4	Day 5	Day 6
Outcomes	I can describe fundamental rights from	I can make connections between primary and	I can define concepts related to the idea of

	the Bill of Rights.	secondary sources and the Bill of Rights.	“American Dream”
EQ	<i>What are the first 5 Amendments and what do they guarantee? OR What are the fundamental rights and freedoms for citizens?</i>	<i>Which Amendments from the Bill of rights are shown in the primary and secondary sources?</i>	<i>What are the common ideas related to the “American Dream”? How has it changed over time?</i>
Task	Perform hand gestures and explain first 5 amendments	Image analysis- “This shows the ___ amendment because...”	Read and mark a passage about the American Dream (2 different passages?) -Compare and contrast?
Focus Vocabulary	Bill of Rights Amendments Freedom Right speech assembly press religion “bear arms” “quarter soldiers” “due process”	Bill of Rights Amendments Freedom Right speech assembly press religion “bear arms” “quarter soldiers” “due process”	
Focus Language Forms & Functions	describe	cite evidence support connection because... details	Compare and contrast theme

	Day 7	Day 8	Day 9
Outcomes	I can analyze primary & secondary sources to identify symbols and describe their meaning.	I can cite evidence from a visual text to support my connections to what I have studied about American democracy and government.	I can analyze primary & secondary sources to describe ideas and concepts related to the American Dream in a main idea and support paragraph.
EQ	<i>What “American” symbols can be found in the images?</i>	<i>How do the images show the fundamental rights and beliefs of America?</i>	<i>What is the American dream?</i>

Task	Image analysis practice with proposition and support	Individual analysis of 3 documents (Sample Task)	Collaborative Poster with main idea and support paragraph(Synthesize 3 images)
Focus Vocabulary	symbols primary/ secondary sources "We the People" ballot hijab/headscarf Islam/Muslim flag megaphone voice protest	primary source secondary source democracy government diversity freedom of religion freedom of speech right to assembly vote citizens branches of government (executive, legislative, judicial) Constitution	American Dream
Focus Language Forms & Functions	describe primary and secondary sources proposition and support	cite evidence support connection because... details	cite evidence main idea support connection because... details