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| **Dream School** | | | |
| **Subject:**  ESL | **Grade:**  High School (10-11) | **Teacher:**  Katherine Welch | **Duration:**  9 50-minute classes |
| **Unit Summary**  This project-based unit students will be solving school problems to create a new dream school. The dream school they create will be judged by other teachers at the school during a fair. | | | |
| **Classroom Make-Up**  This class is a mixed-level class of ELL students. Some students are very fluent in English, while others have a very low level of English comprehension and speaking. This class also has one student with Downsyndrome. She understands simple words in English, but cannot form sentences. She is very adept at drawing. Sannam High School is an all-girls high school for grades 10-12. | | | |

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| **STAGE ONE – DESIRED RESULTS** | | |
| **Established Goals**  *Common Core English Language Arts Standards*   * **W.9-10.1A** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that clear relationships among claim(s), counterclaims, reasons, and evidence * **W.9-10.1B** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns * **W.9-10.1E** Provide a concluding statement or section that follows form and supports the argument presented * **W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience * **W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience * **W.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem * **W.9-10.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences * **SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and that the organization, development, substance, and style are appropriate to purpose, audience, and task * **SL.9-10.6** Adapt speech to a variety of contexts and tasks demonstrating a command of formal English when indicated or appropriate * **L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, reading, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression | **Transfer** | |
| *Students will be able to use their learning to…*   * Persuade judges to approve their dream school. * Present in front of a group. * Creatively solve real-world problems. | |
| **Meaning** | |
| **Understandings**  *Students will understand…*   * The different problems that can exist at a school and ways those problems can be solved | **Essential Questions**   * What are the problems at Sannam High School and how can we fix them? * How can I best advertise my school to the judges? |
| **Acquisition** | |
| *Students will know….*   * The three types of persuasion: ethos, pathos, and logos * Differences between American and Korean schools | *Students will be skilled at…*   * Using persuasive argumentation * Presenting in front of a group * Organizing information into a poster * Conducting research * Working together as a team to reach a common goal |

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| **STAGE TWO – EVIDENCE** | |
| **Evaluative Criteria** | **Assessment Evidence** |
| * Poster Presentation Rubric | **Transfer/Performance Tasks**   * Presentation of Poster to a Panel of Judges * Creation of an Organized Poster Advertising Dream School |
| **Formative Assessments**   * Venn Diagram comparing American and Korea schools (day 1) * Journal Entries * Planning papers for project * Survey results |
| **Summative Assessments**   * Poster * Presentation |
| **Other Evidence**   * Discussions with students during the planning process |

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| **STAGE THREE – LEARNING PLAN** |
| **Summary of Key Learning Events and Instruction**   * Day One – American and Korean Schools   + Write-Timed Pair-Share Journal Entry   + Group Brainstorm for RAN Chart using Continuous RoundRobin   + Gallery Walk: American Schools   + RAN Chart Completion and Check   + Exit Ticket: Venn Diagram (Write, then RallyRobin) * Day Two   + Write-Mix-Pair-Share (Characteristics of Korean Education)   + Vocabulary: School Types and Features     - Describing Sannam High School (using vocabulary)   + Problems with Sannam High School     - Create and administer survey to peers     - Homework: Graph the results * Day Three   + Quiz-Quiz-Trade Vocabulary review   + In groups: Share survey results with Timed RoundRobin   + Class Discussion: Solutions to School Problems     - Teams Brainstorm with All Write RoundRobin   + Introduce Project Assignment     - Teams Create Details for their Dream School * Day Four   + TeamBuilder Fan-N-Pick (School Related Fun Questions)   + Teams continue details, when finished begin poster * Day Five   + Teams continue making their poster * Day Six   + Introduce Snack Challenge (Students will work in their teams to use the persuasion methods taught to win a snack for their team)   + Persuasion Lecture (after each type, ask students to paraphrase to their teammates)   + Pathos, Logos, or Ethos? (students use RallyCoach to match persuasion types to advertisements and scenarios)   + Persuasion Speech Writing     - Using All Write RoundRobin, students work together to write a short speech to argue why their team should receive the snack.     - Then, students practice for 5 minutes and give their speech to the teacher. * Day Seven   + Give assignment: persuade the teachers at Sannam High School to build your new school.   + In their teams, students work to write a script where each student has something to say, includes the information on their posters, and uses ethos, pathos, and logos. * Day Eight   + Students finish writing their script, and exchange with other teams for peer editing.   + They give their writing to the teacher for final editing before leaving class * Day Nine   + Students write the final version of their script   + Teams practice their presentation in front of other teams with Timed Team-Pair Share * Day Ten   + Teams present in front of the class * Day Eleven   + Teams give their presentation in a classroom fair to teachers who visit the class.   **Cooperative Learning Strategies:**   * Write-Timed Pair-Share: Students first write their own response to a question. Then, on the teacher’s cue, they find a partner (either in their team or a nearby student through Stand Up-Hand Up-Pair Up), and read their response in certain amount of time. Their partner then responds and has time to give their response. The original student responds to their partner, and the pair returns to their seats. * Continuous RoundRobin: The teacher will give a question to which there are multiple, short responses (i.e. list adjectives that begin with “a”). Then, in their teams, students will go around the circle giving one response each until the teacher asks them to stop. * RallyRobin: Students are matched with a partner at their team and each takes turn stating a response to the teacher’s question. * Write-Mix-Pair-Share: Students first write their response to a question. Then, the teacher asks students to stand up, put their hand in the air, and move about the room. While students are moving, the teacher plays music. When the music stops, the students pair up with the person closest to them and each share their response. The teacher can then start the process again for students find more partners. * Stand Up-Hand Up-Pair Up: * Quiz-Quiz-Trade: Each student gets a flashcard that has a question on one side and an answer on the other side. The teacher instructs students to stand up, put their hand in the air, and find a partner near them who isn’t on their team. The student then shows and reads their question to their partner who tries to answer. If their partner is correct, the student praises their partner and their partner asks their question. If their partner is incorrect, the student gives two tips before teaching their partner the response and asking the question again. Then, their partner asks their question. After both have asked their question, they trade cards and find new partners. * Timed RoundRobin: The process is the same as Continuous RoundRobin, except that each student gives one response for a certain amount of time. * All Write RoundRobin: The process is the same as Continuous RoundRobin except that each student writes every response on their own paper. * Fan-N-Pick: Student A begins with a set of cards that they fan for Student B. Student B picks a card and reads it to Student C. Student C gives their answer. Student D responds to Student C’s response. The answered card is placed face-down in the center of the table and the unanswered cards pass to Student B who starts the process over again. * RallyCoach: Students receive a worksheet. Student A responds to a question or solves a problem orally while Student B listens. Student B then gives praise if the response is correct, or coaches. Then, Student A writes the correct response on the worksheet. Next, students switch roles. * Timed-Team Pair-Share: This works like Write-Timed Pair-Share, expect there is no writing. In addition, instead of individual students creating pairs, two teams will pair up. |

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| **Differentiation of Unit Activities** |
| **For ELL Students…**  Due to the varying levels in the class, students will be placed into mixed-level groups so that the higher-level students can help the lower level students. Scaffolding worksheets will also be provided to help students write their script.  **For Gifted Students…**  Students who have quite advanced English fluency will be assigned as leaders of their group. It is their job to ensure that everyone participates and understands what they need to do.  **For Students with Special Needs…**  The student with Downsyndrome will be paired with a student who can translate her responses. Their team will also be talked to in order to ensure that they are including her in activities. Due to her level of English understanding and capabilities, she will not be expected to perform in the same way as other students. |