MPS ESL UbD Unit

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| #GOALS |
| ESL 9-12 ELP Levels 1-5 |
| The purpose of this unit is to help ELs develop the language necessary for describing behaviors, attitudes and academic practices leading to success in school and life (college and career), as well as for identifying and elaborating on aspects of personal goal setting and achieving. Students will learn to set goals related to behaviors, attitudes, and ELD, using their ACCESS scores to set specific language proficiency goals, developing agency over their own language learning. Academic Conversations was also added to this lesson because in our district we want to emphasize the Speaking domain. The rationale for this emphasis is that students’ yearly progress in the ACCESS test has been lower in the Speaking domain than in the other three. The topic of goal-setting was chosen due to the need to familiarize foreign students regarding expectations and the self directed structure of the American High School, post-secondary schooling and the workforce. This unit fills in linguistic, cultural and routine based gaps that American School Systems have imprinted on students in grades K-8, all of which facilitates future based goal planning and the execution of success. These gaps are related to values, behaviors, attitudes, and academic practices expected in U.S. schools as compared to the schools in the countries of origin. Students will also learn language that will be used recurrently in and across various academic and social contexts. The unit focuses on systematic, explicit, and sustained English language development in the context of the Massachusetts Curriculum Frameworks. Companion lessons will be held in ESL Literacy 1 and 2 classes to develop literacy skills and lessons through the five levels will be differentiated using the language of conjecture that can adequately address the linguistic complexity required of higher level classes. The strategic use of SEI strategies were infused in this introductory unit to familiarize students with the same strategies that they might see in their content classrooms.We intentionally chose to use this unit in the beginning of the school year to establish a foundation in socio-emotional learning skills and language skills that will set the tone for academic success for the whole year. Additionally, this unit reinforces with students the value of bilingualism. Students in our district will have the opportunity to obtain the State Seal of Biliteracy, and we want students to see their bilingualism as a valuable asset. This unit’s Focused language Goals are: |

G.1 EXPLAIN by describing behaviors, attitudes and academic practices leading to success in school and life (college and career).

G.2 DISCUSS by identifying /elaborating on aspects of personal goal setting and achieving.

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| **Unit 1: #GOALS** |
| **Content Area:** English Language Development (ELD) | **Grade Level:**  9-12**ELP Levels:** 1-5 |

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| **Stage 1-Desired Results** |
| **Established Focused Language Goals (FLGs):**G.1 EXPLAIN by describing behaviors, attitudes and academic practices leading to success in school and life (college and career). G.2 DISCUSS by identifying /elaborating on aspects of personal goal setting and achieving. |

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| **WIDA Standard(s):**Standard 1 Social and Instructional Language: English learners communicate for social and instructional purposes within the school setting.Standard 2 The Language of Language Arts: English learners communicate information, ideas, and concepts necessary for academic success in the content of Language Arts.Standard 5 The Language of Social Studies: English learners communicate information, ideas, and concepts necessary for academic success in the content of Social Studies. |

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| **Content Standards Connections:***The student is building toward…*History & Social Science Framework Gr. 8-12 Concepts & Skills 14. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E) | **Literacy Standards:** SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades *9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively. L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.  |

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| **Social Emotional Learning Standards:****Self-Awareness:****Standard SEL3:** The student will demonstrate self-efficacy (confidence/competence). **Self-Management:** **Standard SEL4:**The student will demonstrate impulse control and stress management. **Relationship Skills:****Standard SEL7:**The student will demonstrate the ability to communicate with others in a variety of ways.**Standard SEL10:**The student will demonstrate the ability to seek help and offer help. **Responsible Decision Making:****Standard SEL12:**The student will demonstrate the ability to reflect and evaluate the results of his or her actions and decisions. | **Technology Standard:** **Standard 3:** Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.* Communication & Collaboration
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| ***Meaning*** |
| **Understandings:** *Students will understand that…*U.1 Academic success involves developing competencies in oral and written work in English.U.2 Setting goals for behavior, attitudes, and academics is accomplished by identifying action steps and monitoring progress and growth.U.3 There are discrete skills needed to develop successful academic conversations.U.4 Belonging to a learning community involves shared and negotiated values.U.5 Understand the financial and social value of a high school diploma in the U.S. and the role of the Seal of Biliteracy. | **Essential Questions:** Q.1 How can I use English to present and discuss concepts related to personal and academic goal-setting.Q. 2 How can I use English to actively engage in academic conversations?Q.3 How can my actions reflect the attitudes and behaviors of highly effective high school students.Q.4 What are the benefits of graduating from High School and earning the Seal of Biliteracy? |

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| ***Language Acquisition in the Four Domains*** |
| **Knowledge: Academic Language** *Students will know…*K.1 Topic specific and academic vocabulary.K.2 Signal words of cause and effect can clarify meaning (e.g., because, due to, results in)K.3 Signal words of compare and contrast can clarify meaning (e.g., alike similar, both, different, whereas).K.4 Academic conversations and familiarity with conversation norms, fluency, eye contact, and appropriate body language strengthen speaking and collaboration skills.K.5. Grade level appropriate forms and conventions of the English language, differentiated by ELD level (see Menu Tool below). | **Skills: Academic Language***Students will be skilled at …*S.1 Using topic specific and academic vocabulary to convey topic specific ideas and concepts orally and in writing in academic register. S.2 Using and recognizing the signal words for cause and effect.S.3 Using and recognizing the signal words for compare and contrast.S.4 Engaging in collaborative discussions with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly, following rules for collegial discussions and defining individual roles as needed.S.5 Demonstrating command of the forms and conventions of standard English grammar and usage when writing or speaking (see Menu Tool). |

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| **Transfer:***Students will be able to* ***independently*** *use their learning to…*T.1 **Communicate** for **social** and **instructional** purposes within the school setting.T.2: **Communicate** information, ideas, and concepts related to **Social and Emotional Learning**. |

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| **Stage 2-Assessment Evidence: Language Development**(Use ESL MCU resource guide page 82-83) |
| **Evaluative Criteria:**What are you looking for in the CEPA to determine language acquisition? - Accurate use of topic vocabulary in context (see Menu Tool).- Effective use of compare & contrast language (e.g.alike, different, similarly, unlike....).- Effective use of cause and effect language (e.g., *because*, *since*, *as a result*)-Student use of language at the discourse, sentence, and word/phrase levels at the expected level of linguistic complexity. | **Curriculum Embedded Performance Assessment (CEPA)- Performance Tasks***As a result of:** Analyzing quotes, texts, mixed media sources, and scenarios between students.
* Reading abridged articles about growth, goal setting and the implementation of successful habits
* Drawing conclusions from graphs, charts, and videos about growth, academic success, and education level earning potential
* Analyzing and using the language of compare and contrast
* Analyzing and using the language of cause and effect
* Implementing self-assessment and goal-setting
* Participating in academic conversations.
* Practicing sentence structures and correct use of verbs, adverbs, and adjectives.

Students will be able to write and present a PLAN including behavior, attitudinal, and ELD goals and their rationale, as defined in the GRASP below:**LEVELS 1-3****G**oal—set goals for behavior, attitudes and ELD and explain their rationale.**R**ole—Life Coach client.**A**udience—Life Coach.**S**ituation—You had a set of sessions with a life coach and now you have created a plan and you are presenting it to your life coach and explaining the rationale behind it.**P**roduct performance and purpose—A plan using a wheel with categories and action steps.**LEVELS 3-5****G**oal—Write a 5 paragraph essay explaining how your traits, attitudes, and skills qualify you as the best candidate for a job.**R**ole—Life Coach client.**A**udience—Life Coach.**S**ituation— You read a job posting and use the list of qualifications and responsibilities to write a cover letter explaining that you are a qualified candidate for the job .**P**roduct performance and purpose—A 5 paragraph essay in a cover letter format. |
| **Other Evidence:**Formative assessments: uncoached writing and speaking done on the first lesson to compare with CEPA, exit ticket, think-pair-share, turn and talk, total physical response, KWL charts, sorting and matching activities, graphic organizers, language checkpoints…Summative Assessment(s): Post-Test; GRASPSPEAKING ASSESSMENTInterview with Life Coach explaining their plan and rationale |

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| **Stage 3 Learning Plan** |
| MENU TOOLThis tool is designed for teachers to use when considering appropriate specific English forms and features to include as language learning goals for ELs at varying proficiency levels. **Vocabulary:** *Topic Related terms should also be extracted from selected texts and other presentation materials used in the classroom as well as those which would occur during discussions and classroom tasks.*“ **Vocabulary Usage** -the specificity of words, phrases, or expressions, along with multiple meanings, cognates, and collocations, applied to given contexts.”(WIDA Essential Actions) |

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| **Topic, Text and Task Vocabulary: *Refer to Selected Related Collaboration Tool hyperlinks and Topics/Tasks*** |
| **Tier 1** | **Tier 2** | **Tier 3** |
| **Topic vocabulary**: goal, graduation, diploma, setting goal, monitor, growth, progress, expectation, behavior, rate, attitude, habits, create, support, make a mistake, fixed, change, reach, grow, challenge, explain, rule, lose, gain, to be, benefit bilingual, bilingualism, research, languages, foreign, career, salary, workplace, cultural, academic, future, physical, memory, knowledge, health, community,**Academic Conversation:** turn taking, agree, disagree, add to, example  **Adjectives:** **Adjectives:**positive, -ful (helpful, powerful,)- Quantities: many, some, few, (“Many studies show”)- good at | **Topic vocabulary**: comportment, earning, take action, take turns, unchangeable, obstacle, fall short, overcome, long term, short term, forge ahead, regret, habit, effective, environment, feedback, make a different, self-guided, throw my hands up, give up, power through, hit the target, off mark, nothing to lose, hungry for success, get the ball rolling, sky’s the limit, get crackin’, throw in the towel, sow the seeds of success, reap the benefits, stop at nothing, nothing holding you/ me back, light at the end of the tunnel, see the light, stick to it, keep going, benefits, biliteracy, pamphlet, study (research), multilingual, programs, opportunity, cognitive, effects, social media, social preservation, success, resilience, financial, literacy, advocate, competing, empathy, translation, fluency, solutions, connection/connecting, proficiency, suggest, emotional, collaboration, awareness, immersion, brochure, pamphlet**Rating scale terms:** almost always,  disagree, mostly agree, strongly agree, rating scales**Academic conversations:**turn taking, elaborate, clarify, support, assess, represent, inform, report, summarize, paraphrase**Language of failure/success:** forge ahead,**Compare & Contrast**: the same, alike, both, because, similarly, different, unlike, but, whereas **Cause & Effec**t: because, due to, as a consequence, consequently, as a result, results in **Adjectives:**- advantage -advantageous,- profitable, desirable- adequate, substantial, failing, higher, lower- beneficial, -ful (grateful, successful) Quantities:any, several (e.g., “several researchers believe..., few studies…) | **Topic Vocabulary:** tenacity, tenacious, voracious, elaborate, elaboration, proactive, perseverance persevere, stick-to-it-ness, job market**Academic Conversation:** synthesize, symbolize, interpret, **Words to indicate language of goal setting in the future** fostered, might, decide to, would need to  **Preposition**until, since, for, against, onto,**Synonyms** boost, improve, contains, plenty/a lot/ plethora, earns/makes,**Growth mindset:** growth mindset, fixed mindset |
| Note; We do not relegate Tier I terms to ELs at lower proficiency levels. We expect, as WIDA does, that ALL students would “interact” with grade level appropriate content terms. That might not include correctly pronouncing or spelling ALL content terms, but rather having interaction with the salient terms from a given lesson.  |

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| **Forms and Conventions****“Language Forms and Conventions** - the grammatical structures, patterns, syntax, and mechanics associated with sentence level meaning and use**.”** (WIDA Essential Actions) |
|  | **Beginning** | **Intermediate (plus beginning)** | **Transitioning (plus beginning and intermediate)** |
| **Nouns** | Plural s/es | count/noncount | **derivation:** gerunds and infinitives as nouns |
| **Pronouns** | subject pronounpossessives (my, your, our) | object pronounpossessives (his, her, our, their) | reflexive pronounsrelative pronouns/clauses (who, which, that) |
| **Verbs** | **Present:**3rd person -s**Future**I will…I want to…I am going to.,.. | **Modals**I should…I could…I would like to…  | **Conditionals**If I hadn’t\_\_\_ I wouldn’t \_\_\_I could have gotten a better job if I had persevered…**Future**It would be, Wouldn’t it be nice if we…**Present Perfect/Past Perfect**have/has/had + past participle |
| **Questions** | What, when, where,  | What are your strengths and weaknesses?How will you get there?Why do you want to reach this goal? | Would you consider that you have achieved your goals based on your behavior/practice? |
| **Adjectives / adverbs** | **Word order**adjective + nounadverb + verbderivation (-ly) | **adjectives of degree: comparatives, superlatives**- more likely, more valuable, more, less, on the other hand,- good, better, best; bad, worse, worst; some, more, most; little, less, least**demonstratives****derivation (class change)** (-ish, -y)**frequency**yet, already, always, never, sometimes, usually, rarely, | **quantity****Adverbs of Frequency:** seldom, frequently, often |
| **Conjunctions (relationship signals)** | **Coordinating Conjunctions:** and, or, but, because **Connectives:**- Addition of ideas: also, in addition, another,- Results: then,- Continue/Enforce thought: perhaps, in fact,- Summarize: In conclusion, in summary, to sum up, finally, as you can see,- Particularization: for example, for instance,- Consequence: so**compare and contrast:**-er (e.g., faster, bigger,)more than, less than, **cause and effect:**because, one cause of..., this is why, | **Coordinating Conjunctions:** however, therefore, so, since,**Connectives:**- Addition of ideas: besides, further, too,- Results: therefore, as a result- Continue/Enforce thought: in fact, probably, in short- Summarize: therefore,- Particularization: specifically, unfortunately, fortunately, at least, at any rate- Consequence: so that, so then,**compare and contrast:** however, on the other hand, whereas**cause and effect:**since, as, because of, one effect of, this leads to, in order to, as a result | **Correlative conjunctions:** not only/but also, whether/or, yet, nor**Connectives:**- Addition of ideas: of equal importance, furthermore, moreover- Results: hence, it follows that, consequently, accordingly- Continue/Enforce thought: on the whole, it is certain, undoubtedly, assuredly- Summarize: on the whole,- Particularization: at any rate, in particular,- Consequence: hence, consequently, accordingly**compare and contrast:** similarly, unlike**cause and effect:**considering, due to the fact, results in, the outcome is, |
| **Types of sentences** | simple, expanded simple and some compound sentence patterns | compound and some complex sentence patterns  | complex sentence patterns**Gerund Phrases:** Beginning with -ing + modifiers or object (e.g**.,** Being bilingual…, Knowing more than one language…) |
| **Conventions** | commas in series | commas after signal words | commas in clauses |
| **Sentence Stems /Frames** | ***Conversation Sentence Stems:***- I want to agree/disagree with what \_\_\_ said.- I want to add to what \_\_\_\_ said.- Let me see if I hear you right, you said \_\_\_\_.- Can you give an example, are you trying to say…- Is there anything you want to add to that.***Question Stems for Conversation:***- Is what I just said clear?- Does that make sense?- What do you think about \_\_\_?- What is your idea/claim?- Why...How...What...When***General Sentence Stems:***● Many/Few researchers think…● Many/Few people believe…● Several researchers believe…● We know this because\_\_\_, |  ***General Sentence Stems:***● Many studies show…● Few studies…● \_\_\_\_ results in\_\_\_ (e.g., ...higher/lower grades)● This/It shows…● We can tell because… |   ***Conversation Sentence Stems:***- Experts agree that \_\_\_\_\_\_\_\_\_.- One can interpret...- The data we gathered supports the claim because\_\_\_\_.- The study concluded that \_\_\_.- In other words\_\_\_\_. - On top of it all, the compelling evidence to support this is... ***Question Stems for Conversations:***- Can you clarify the part about \_\_\_?- Which has the strongest evidence?- Can you think of a counter example?- How does the evidence support that claim?- What are the effects of \_\_\_\_\_\_\_\_\_\_\_\_? ***General Sentence Stems:***● It would be…● It would have to be…● I can see by…● It makes society more…● It contributes to…● It is advisable that... |

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| **Linguistic Complexity****“Linguistic Complexity** - the organization, cohesion and relationship between ideas expressed in a variety of sentences that make up different registers, genres, and text types in oral or written language.”(WIDA Essential Actions) |
| **Beginning** | **Intermediate** | **Transitioning** |
| Process and produce relationships of cause and effect using short sentences composed of simple or predictable phrases or sentences and limited cohesion among sentence structures. | Process and produce relationships of cause and effect using a range from multiple, related simple sentences to related paragraphs with increasing range of linking words and phrases to connect and organize ideas. | Process and produce relationships of cause and effect using complex discourse, in multiple paragraphs and accurate application of a variety of linking words and phrases to connect and organize ideas. |

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| **Sociocultural Implications:*****Register:**** *Students may be unfamiliar with the distinct characteristics of academic conversations in contrast to social conversations.*
* *Students might be unfamiliar with the language of goal setting*
* *Students might be unfamiliar with the language of attitudes and behaviors including rating scales with expressions of degree.*

***Genre/text type:**** *Personal and academic goal setting may be a new concept for ELs, including but not limited to: growth mindset, fixed mindset, and understanding ACCESS scores.*
* *Goal setting may not be a new concept, but it may be difficult to discriminate between the different areas****.***

***Topic:**** *Some students may be unfamiliar with topics related to socio-emotional learning.*

***Task/situation:*** * *Some students may be more comfortable expressing themselves in writing, compared to orally, and vice-versa.*
* *Some students may not be familiar with creating and monitoring their own ELD goals.*

***Identity/social roles:**** *Some students may not be familiar with cultural norms of turn-taking, small group roles, independent work, and etiquette of classroom academic conversations.*
* *Students may have different cultural background knowledge about what is appropriate in terms of behavior and attitudes.*
* *Students from some cultural backgrounds may be new to the idea that , in our schools, students are encouraged to have their own dreams and goals apart from their parents or teachers.*
 |
| **Lesson 1: Introduction to Goal Setting - Launch Unit** **2 class periods - Days 1-2** **Language Objective:**ELD 1-3 1. Students will discuss goal setting using topic specific vocabulary: set goals, hard work, sacrifice, reach, achieve, successful, overcome obstacles, give up, figure out, long-term, short-term.
2. Students will write sentences about goal-setting using present tense subject-verb agreement.

ELD 3-5 1. Students will discuss goal setting using topic specific vocabulary: insatiable, proactive, advocate, tenacity, plethora, perseverance, comportment
2. Students will write sentences about goal-setting using modals: could, would, should.

**Brief Overview of Lesson:**1. Uncoached writing (Pre-test): “Set goals for your English development and for you as a student”. 2. Uncoached speaking (Pre-test) “What are your goals for your life and how will you get there?” (Google Voice)3. Read & Discuss quotes from athletes on goals.4. Simultaneously, vocabulary instruction differentiated by ELD level.5. Language forms instruction (3rd person -s for ELD 1-3 and modals (would, could, should) for ELD 3-5.6. Assign homework7. Exit Ticket.**Materials Needed:**-Writing PreTest-[#Goals! Unit Slides](https://docs.google.com/presentation/d/15AvM-oCSF-6rnlXm9trmu48in0Xr1OIXfTRwGG0BaMk/edit?usp=sharing) including the quotes.-Homework by ELD level- Exit Ticket **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson 2: Integrating students into the MHS learning community****1 class period - Day 3****Language Objective:** Students will compare and contrast the school rules in Chile/ Brasil and Milford High School using: *\_\_er than, because, in contrast, whereas, while, different.***Brief Overview of Lesson:**1. ACTIVATOR: Think-Pair-Share-Write prompt2. Organize by priority the MHS Mission Statement sentences and Expectations for Student Learning3. Compare & Contrast expectations from MHS and other countries4. Exit ticket5. Homework **Materials Needed:**Lesson 2 Activator (handout) Handout of school rules in Spanish from Liceo Diego Portales de Placilla in Chile -[School Rules in Spanish Chile](https://docs.google.com/document/d/1KBfl7FnCUTCMQw-eUX1gT2if4vUEY8GKY-XwSXv177k/edit)Handout of School rules in Portuguese from Escola Públicas de Tocantins (use items 4 and 5 in this document): [Student Behavior Expectations in SP Public Schools in Brazil](https://drive.google.com/open?id=14yUOd7SHp-pJHLbEYm_Uml_VgULi91Cd)Handout School Rules MHS-[MHS Expectations for Student Learning](https://drive.google.com/file/d/1rdDezu5QqhZNQ_9DYwx9BGM2Vmw4YDDx/view?usp=sharing), [MHS Mission Statement](https://drive.google.com/file/d/0Bw6FTPAokjOPX3htQllabGpMTS1wTTZNTV92T0Fmc09NNFJN/view?usp=sharing) **,** [**MHS Handbook - use pages 20-21**](https://drive.google.com/file/d/1IW1rp7zaVD-BgHS_B9SxOyyqEjMKq8dT/view?usp=sharing)Chart paperCompare & Contrast Sentence Frames (Lesson 2 Resources, below)Lesson 2 Exit Ticket**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson 3: The Importance of Graduating from High School****2 class periods - Days 4-5****Language Objectives**: Students will compare and contrast earnings for different educational levels using sentence frames.Students will describe the causes and effects of graduating/dropping out from high school using: *because, leads to, results in, as a consequence***Brief Overview of Lesson:**1. ACTIVATOR: Project and distribute handout “How much do they earn in 1 year?”2. *Earnings and unemployment rates by educational attainment* chart - explain3. Add words to Word Wall4. Close reading5. Divide & Slide6. Watch video7. Add words to Word Wall 8. Graphic Organizer (cause & effect)9. Discussion (sentence frames)10. Write Around**Materials Needed:**-Lesson 3 ACTIVATOR “How Much Do They Earn in One Year?” (Lesson 3 Resources - handout)-Earnings and unemployment rates by educational attainment chart: [Earning and Unemployment Chart](http://www.bls.gov/emp/ep_chart_001.htm/) -Close reading handout (Lesson 3 Resources, below)-Video ELD 1-2: [Value of a High School Diploma](https://www.youtube.com/watch?v=OKK-_oNDLck), [Don't Call Them Dropouts](https://www.youtube.com/watch?v=CAVvQ12AdLM), [Stay in School](https://www.youtube.com/watch?v=v5vRbfxTVf4), -Video ELD 3-5:[Think Again, Dropout Testimonials](https://www.youtube.com/watch?v=J2IOVWoENgI) (first 5 minutes), [Adam Ruins Everything on Dropout](https://www.youtube.com/watch?v=bXM3a1dSIhM),-Graphic organizers for the videos (reasons - consequences of graduating HS/dropping out): [Multiple Cases & Effects Graphic Organizer](https://drive.google.com/file/d/1yye6rQ-iGpOdnocQlyEh9scYltLl7F4D/view?usp=sharing) - Print 2 copies for each students: in one, at the center, write “Graduating from HS” and on the other, “Dropping out”, so they can use to jot down causes and consequences of each.-Formative Assessment: Write Around handout and colored pens**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson 4: Setting Behavior Goals with Action Steps****2 class periods - Days 6-7****Language Objective:** DISCUSS by identifying, creating, and evaluating action steps for a goal using future tense (will, going to) and key vocabulary: action steps, actionable, specific, measurable, reality.**Brief Overview of Lesson:**1. ACTIVATOR: Quick Write
2. Add vocabulary to word wall.
3. Modeling goal setting and action steps.
4. Goal setting guided practice
5. Goal setting in group, based on classroom expectations.

**Materials Needed:**Activator (quick write)Handout: [Short Student self-assessment & Goal Setting Form](https://drive.google.com/file/d/1uE2eZOM76QDyCmaEac_64m_rgxx1lQZY/view?usp=sharing) , [Student Self Assessment & Goal Setting Form](https://drive.google.com/file/d/1yoD-9MQrP156TZnbP21-c5BYFBK8wWdd/view?usp=sharing) or [Modified Student Self-Assessment & Goal Setting Form](https://docs.google.com/document/d/1iXQhgFR_JK67iMALHBU0gMgrLzp05xur4AwKoiKd7zo/edit?usp=sharing)Example of Short Weekly Self Assessment & Goal SettingChart paper and A4 paper.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson 5: Understanding the importance of biliteracy and what is the Seal of Biliteracy** **2 class periods - Days 8-9****Language Objective:** Students will compare bilingualism to monolingualism using comparative and superlative adjectives.Students will describe the effects of biliteracy using: *because, leads to, results in, as a consequence***Brief Overview of Lesson:**1. ACTIVATOR: Watch a quick video clip, discussion in triads & K-W-L chart handout
2. Whole class discussion: K-W-L class chart
3. Introduce new vocabulary and add to word wall
4. With partner, watch videos (differentiated by ELD levels) & add to K-W-L chart handout.
5. Share out & add to class chart
6. Mini-lesson on Superlative Adjectives
7. Superlative Vote
8. Mini-lesson on Comparative Adjectives using language from the videos.
9. Exit Ticket
10. Extension

**Materials Needed:**ACTIVATOR: Video (ELD 1-2: [Bilingual Cat](https://youtu.be/V8jYJomGTRQ); ELD 3-5: [I Love Lucy Paris Episode](https://youtu.be/Xtbbo_lHqAs))K-W-L Chart Handout (Lesson 5 Resources)ELD 1-2: [Bilingual Kids' Brains are Smarter and Faster](https://www.youtube.com/watch?v=26istSxGMEA),EDL 3-5: [TED Talk on Benefits of Bilingualism](https://www.ted.com/talks/mia_nacamulli_the_benefits_of_a_bilingual_brain), [Bilingualism and Cognitive Control](https://www.youtube.com/watch?v=1hYpvzKJV8E)All levels: [Benefits of learning a Second Language for Kids](https://www.youtube.com/watch?v=88RIDtljFiY)Superlative Vote (project)Optional: job post, some including bilingual as preferred**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson 6: Setting ELD goals based on ACCESS scores****1 class period - Day 10****Language Objective:** Create an ELD goal for Speaking, and action action steps using future tense (will, going to) and gerund.**Brief Overview of Lesson:**1. ACTIVATOR: add latest ACCESS scores to ELD Goal Setting Form.
2. Discuss meaning of ACCESS scores.
3. Introduce goals-setting vocabulary and add to word wall.
4. Use ELD Goal setting form to set language goals for each domain.
5. Numbered Heads Together: brainstorm action steps for ELD goals.
6. Whole Group discussion: share out and write ideas for action steps on chart paper.
7. Exit Ticket: Students go back to their ELD Goal Setting Form and write 2 action steps for each goal. These action steps will be revisited quarterly.

**Materials Needed:**[ELD Goal Setting Form](https://drive.google.com/file/d/13E8-lYFsy7Dw0drxQl0RdZFQJzVlWTmK/view?usp=sharing) [Graphic Organizer: Action Steps for ELD Goals](https://drive.google.com/file/d/1m0VdyZ3de41hUMEa_2nvlpgJ8BKRTH2Z/view?usp=sharing)**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson 7: Introducing the norms and skills of academic conversations (SPEAKING domain).** **1 class period - Day 11****Language Objective:** Describe the norms and skills of academic conversations key vocabulary: using gerund (by reading...)**Brief Overview of Lesson:**1. ACTIVATOR: Video Clips & discussion
2. Introduce academic conversations
3. Introduce conversation norms
4. Add new vocabulary to word wall
5. Introduce conversation skills.
6. Practice some conversation skills and record it in Google voice
7. Add new vocabulary to word wall
8. Introduce conversation assessments: WIDA rubric & checklist
9. Add new vocabulary to word wall.
10. Exit ticket

**Materials Needed:**[ELD Goal Setting Form](https://drive.google.com/file/d/13E8-lYFsy7Dw0drxQl0RdZFQJzVlWTmK/view?usp=sharing) [Graphic Organizer: Action Steps for ELD Goals](https://drive.google.com/file/d/1m0VdyZ3de41hUMEa_2nvlpgJ8BKRTH2Z/view?usp=sharing)[WIDA Speaking & Writing Interpretive Rubric](https://drive.google.com/file/d/1qZ0WpmEQG_77jTcWovKxI8Sp0OT6TTnS/view?usp=sharing)[Conversation Observation & Analysis Tool](https://drive.google.com/file/d/12eG0HtQpn7EEJzfkfBqh_vwKUykLR0JM/view?usp=sharing) Exit ticket**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson 8: Growth Mindset is essential to achieving goals** **3 class periods - Days 12-14****Language Objective:**Explain how growth mindset can lead to success and how fixed mindset can hinder success using cause & effect language: due to, leads to, because, as a result, consequently.Explain by contrasting how growth mindset can lead to success while fixed mindset can hinder success using: different, whereas, while.**Brief Overview of Lesson:** **DAY 1:**ACTIVATOR: Quick WriteGrowth Mindset Posters (pairs):Vocabulary & academic conversation Mindset Scenarios handout (different pairs): create & act outClass discussionExit Ticket: write alternative Growth Mindset scenarios for Fixed mindset scenarios. **DAY 2:**ACTIVATOR: video [Can You Become Smarter?](https://www.youtube.com/watch?v=2zrtHt3bBmQ) Turn & TalkComparing Consequences (read, reflect, discuss ideas, then write).Write Around: Growth/Fixed Mindset SentencesExtension: video <https://www.youtube.com/watch?v=aItZKnWL_R4> Formative Assessment: Comparing Consequences & Write Around **Materials Needed:**Activator Day 1: Quick Write “Your thoughts create your future.”Activator Day 2: video [Can You Become Smarter?](https://www.youtube.com/watch?v=2zrtHt3bBmQ) Posters: ELD 1: [Growth Mindset Poster 1](https://drive.google.com/file/d/1Za8CfLpIEO6mB73dS7PN_W46Elsla29B/view?usp=sharing) ELD 2-3 :use the poster 1 and the [Growth Mindset Poster 2](https://drive.google.com/file/d/1mYGwwNOf31YsL1CNmjO4jgq7se2qRWAQ/view?usp=sharing)ELD 4-5: use posters 1-2 and the [Growth Mindset Poster 3](https://drive.google.com/file/d/176z9NSRBeGPorVXm7INQpQnjzlV_I0u4/view?usp=sharing)Fixed Vs. growth mindset sentences:ELD 1: [Growth /Fixed Mindset Sentences 1](https://drive.google.com/file/d/1ApbYErFEWEBg3uhFEufEPCGNfSOTUdVV/view?usp=sharing)ELD 2-3: [Growth/Fixed Mindset Sentences 2](https://drive.google.com/file/d/1dtru_V6NB4eQ5FglfOQYdcQ6xNS4gvEZ/view?usp=sharing)ELD 4-5:[Growth/Fixed Mindset Sentences 3](https://drive.google.com/file/d/1nVp5anyEUCu0ZmwVt7oV-vRHLHCcaTMM/view?usp=sharing)Mindset Scenarios Handout (also function as Exit Tickets):ELD 1-2: [Growth Mindset Scenarios ELD 1-2](http://hes.hcpss.org/sites/default/files/library/Family%20Scenarios.pdf)ELD 3-5: [Growth Mindset Scenarios ELD 3-5](https://www.sandiegounified.org/schools/sites/default/files_link/schools/files/Domain/18742/per%202%20Mindset%20Scenarios.pdf)Comparing Consequences of Mindsets:ELD 1: [Comparing Mindset Consequences\_ELD 1](https://drive.google.com/file/d/1ZmXUaJ4MAL26yUYwjjabzurcdEuhghX-/view?usp=sharing)ELD 2-3: [Comparing Mindset Consequences ELD 2-3](https://docs.google.com/document/d/1bFopQJ3aNVZEdMBX3aUkbnHNfSi4vcX1KrXlwR3xmfI/edit?usp=sharing) ELD 4-5: [Comparing Mindset Consequences\_ELD 4-5](https://drive.google.com/file/d/1CewuTqcbocUwfwFInx1pvSUg5T4WRTZc/view?usp=sharing)Extension: video <https://www.youtube.com/watch?v=aItZKnWL_R4> **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson 9: Introducing the 7 habits of highly effective high school students****2 class periods - Days 15-16****Language Objective:** Discuss about the 7 habits of highly successful high school students adjectives.**Brief Overview of Lesson:**1. ACTIVATOR: small group & whole class: What is a habit?/Examples of Good & Bad Habits.
2. Academic Conversation
3. Preview vocabulary
4. Read [Seven Habits TEXT](https://drive.google.com/file/d/1D8RYneM1yAZibDx8gfg04Ps8KaOreSjp/view?usp=sharing)
5. [7 Habits Group Worksheet](https://drive.google.com/file/d/1H40kQm6xVbq0qs0LlByChfbMz9AQQXKT/view?usp=sharing): groups discuss adjectives and idioms
6. [7 Habits Self-Rating & Goal Setting Form](https://drive.google.com/file/d/1f4zCdkJV7I9Fig9Le2gnW1RT9zu_wn9d/view?usp=sharing) self-assess & set a goal
7. [7 Habits Classroom Bi-Weekly Goal POSTER](https://drive.google.com/file/d/1kVh_kc9GLRkWm8XfVLOEZDKCJKY-R3hn/view?usp=sharing). set a classroom goal
8. Extension: Read [Effective Habit Change TEXT](https://drive.google.com/file/d/1tjfEIRiv8WYLqnW8RGFUfOifZbpX4m2O/view?usp=sharing) and summarize

**Materials Needed:**Chart paper[Seven Habits TEXT](https://drive.google.com/file/d/1D8RYneM1yAZibDx8gfg04Ps8KaOreSjp/view?usp=sharing)[7 Habits Group Worksheet](https://drive.google.com/file/d/1H40kQm6xVbq0qs0LlByChfbMz9AQQXKT/view?usp=sharing)[7 Habits Self-Rating & Goal Setting Form](https://drive.google.com/file/d/1f4zCdkJV7I9Fig9Le2gnW1RT9zu_wn9d/view?usp=sharing)[7 Habits Classroom Bi-Weekly Goal POSTER](https://drive.google.com/file/d/1kVh_kc9GLRkWm8XfVLOEZDKCJKY-R3hn/view?usp=sharing)Optional extension: [Effective Habit Change TEXT](https://drive.google.com/file/d/1tjfEIRiv8WYLqnW8RGFUfOifZbpX4m2O/view?usp=sharing) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson 10: CEPA****2 class periods - Days 17-18****Brief Overview of Lesson:**1. Uncoached writing (Pre-test): “Set goals for your English development and for you as a student”.
2. Uncoached speaking (Pre-test) “What are your goals for your life and how will you get there?” (Google Voice)
3. Introduce GRASP
4. Exemplar & rubric
5. Students work on and submit GRASP
6. AFTER GRADING:
	1. Share with 2 (clock buddies)
	2. Compare Post-Test and CEPA to their uncoached writing and speaking from lesson 1

**Materials Needed:**Post Test WritingExemplarRubric |

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| **Lesson 1****Day 1-2** | **Introduction to Goal Setting - Launch Unit**  | **Estimated Time: 2 periods (or up to 4, for ELD 1)** |

**Brief overview of lesson:**

1. Uncoached writing (Pre-test): “Set goals for your English development and for you as a student”.

2. Uncoached speaking (Pre-test) “What are your goals for your life and how will you get there?” (Google Voice)

3. Read & Discuss quotes from athletes on goals.

4. Vocabulary instruction differentiated by ELD level.

5. Language forms instruction (3rd person -s for ELD 1-3 and modals (would, could, should) for ELD 3-5.

6. Assign homework

7. Exit Ticket

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| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** |
| G.2 DISCUSS by identifying /elaborating on aspects of personal goal setting and achieving. | **Literacy Standard:**L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. **Social Emotional Learning Standard:****Standard SEL 12:** The student will demonstrate the ability to reflect and evaluate the results of his or her actions and decisions. |
| **Language Objective** | **Essential Questions Addressed in the Lesson** |
| ELD 1-3 1. Students will discuss goal setting using topic specific vocabulary: set goals, hard work, sacrifice, reach, achieve, successful, overcome obstacles, give up, figure out, long-term, short-term.
2. Students will write sentences about goal-setting using present tense subject-verb agreement.

ELD 3-5 1. Students will discuss goal setting using topic specific vocabulary: .
2. Students will write sentences about goal-setting using modals: could, would, should.
 | Q.1 How can I use English to present and discuss concepts related to personal and academic goal-setting. |
| **Assessment** |
| Uncoached Writing Pre-test, Uncoached Speaking Pre-test, Exit Ticket |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
|  |  |  |
| **Instructional Tips/Strategies/Suggestions for Teacher** |
| * + - Materials Needed: chart paper, project the quotes, Writing PreTest Handout, chromebooks or phones to record speaking and send to Google classroom, homework, exit tickets.
		- Familiarize yourself with Google Voice or similar tool for the Speaking Pre-test.
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| ***Register:**** *Students might be unfamiliar with the language of goal setting*

***Genre/text type:**** *Goal setting may not be a new concept, but it may be difficult to discriminate between the different areas****.***
 |
| **Anticipated Student Preconceptions/Misconceptions** |
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| **THE LESSON IN ACTION** |
| **Lesson Opening** |
| * + - We will have previously discussed the EL Department Expectations stated in the course syllabus when we present and explain the syllabus, which students and parents have to sign. These expectation will be addressed in depth in lesson 4.
		- Students will produce an uncoached piece of writing: “Set goals for your English development and for you as a student” (HANDOUT - to be scored using WIDA Writing Interpretive Rubric). This is a pre-test that will be compared to a post-test at the end of this unit. It also functions as an activator for students to tap on prior knowledge.

 * + - Additionally, using Google voice or a similar app, administer an uncoached speaking pre-test with the prompt, “What are your goals for your life and how will you get there?” Project prompt or write it on the board AND on Google Classroom; record and score using WIDA Speaking Interpretive Rubric. This test will be repeated at the end of the unit as well for comparison and growth monitoring.

***ELD 1- 4 days******Day 1***1. *Pretest- Writing and Speaking*
2. *Define vocabulary words*
3. *Use sentence stems and vocabulary words together*
4. *Assign homework of bringing folder, pencil and schedule to class*

[*Literacy 1 Goals Introduction- Wants and Needs*](https://docs.google.com/document/d/1NFkP0f3BooWiW08deZCTR14xKb8MyE7R457Qa-bJnzc/edit) |
| **During the Lesson** |
| * + - Most students care about successful sports players. Capitalizing on that interest, we reflect on what some of these athletes say about how they became successful.
		- Project the slides with quotes from athletes about goal setting and success. Select a couple of quotes based on student interest and ELD level (see list below).
		- Guide students in reading, understanding, and discussing the quotes. Brainstorm ideas using chart paper.
		- Here are some discussion questions
			* What are goals?
			* Why do people set goals?
			* What are the benefits of goal setting?
			* What is necessary to reach one’s goals?
		- Provide sentence starters for oral discussion per ELD level (I think it means\_\_\_, One important factor for success is \_\_\_, To reach your goals, you need to \_\_\_).
		- As you guide students to read and discuss the quotes, capture (on another sheet of chart paper) a vocabulary list. Be sure to include the words listed on the objective, but also add other relevant words as well.
		- Words in the vocabulary list should be intentionally utilized in class for further practice. Students should also be held responsible for learning them. Use vocabulary quizzes often throughout the unit.

 **QUOTES:*** “Set your goals high, and don’t stop until you get there”. Bo Jackson (ELD 1-2)
* “You have to fight to reach your dream. You have to sacrifice and work hard for it.” Lionel Messi (ELD 1-2)
* “When people succeed, it is because of hard work. Luck has nothing to do with success.” Diego Maradona (ELD 1-2)
* “The secret is to believe in your dreams; in your potential, that you can be like your star, keep searching, keep believing and don’t lose faith in yourself.” Neymar (ELD2)
* “The more difficult the victory, the greater the happiness in winning.” Pele (ELD 3)
* “Obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it, or work around it.” Michael Jordan (ELD 3-5)
* “In football, the worst blindness is only seeing the ball.” Nelson Falcão Rodrigues (ELD 4-5)

**LANGUAGE FORMS INSTRUCTION DIFFERENTIATED BY ELD LEVEL:**ELD 1-3: Present tense subject-verb agreement1. Explain present tense subject-verb agreement (3rd person -s). [Here is an Youtube lesson](https://youtu.be/HzYuhkC4brg), [here is another Youtube lesson](https://youtu.be/vK3nfUr0koY), [and here is a third Youtube lesson](https://youtu.be/L9AWrJnhsRI)
2. Select some of the quotes for students to change into Present Tense (3rd person). Model it first:
	1. *Bo Jackson sets his goals high. He doesn’t stop until he gets there.*
3. Students work with a partner to change selected quotes into the 3rd person, present tense (Messi has to fight…, Neymar keeps believing…, When Michael Jordan runs into a wall…, Maradona says… he believes…)
4. Assign homework that reinforces both this language form and the topic.

ELD 3-5: MODALS1. Explain the language form used for conjecture: If I could… I would…
2. Select some of the quotes for students to change into conjectures using modals. Model it first:
	1. *If I could be Bo Jackson, I would set my goals high. I wouldn’t stop until I got there.*
3. Students work with a partner to change selected quotes into conjectures using modals.
4. Assign homework that reinforces both this language form and the topic.

***ELD 1 - Day 2****1.Teacher will print the vocabulary from Flocabulary.com and will write “What is the difference between a want and a need?” on the board. Teacher will ask students to think about this question while watching the 3 minute video on Flocabulary.com* [*Vocabulary Needs versus Wants*](https://www.flocabulary.com/unit/needs-wants/vocab-cards/)*2. After students watch the video, teacher will lead a discussion answering the question posted on the board.* *3. Teacher will pass out a worksheet surrounding the differences between needs and wants and help students fill out the worksheet with the help of a document camera.*[*A need is... A want is…*](https://docs.google.com/document/d/1o-R-VIF17npbTg6uIMi6BELMYE7KooJFhcOoDdqepLc/edit)[*T Chart*](http://www.everythingesl.net/downloads/tchart.pdf)*4. Students will check for understanding by taking the read and respond quiz on Flocabulary.com on their individual chromebooks as a closing activity/ homework****ELD 1 - Day 3. Review and Content Vocabulary Quiz/ Vocabulary Worksheet***1. *Teacher will review the wants and needs sheet from day 1 and T chart, creating a class T chart of wants and needs as a class. Teacher will also review definition of want and need*
2. *Vocabulary Quiz, Flocabulary and Intro verbs*

*(differentiation may be needed, if so, here are the provided visuals)*  |
| **Lesson Closing** |
| * + - Exit Ticket: Complete the exit ticket with this prompt: “Based on today’s discussion, when I work on my goals and action steps, here are some things to consider: (3 bullet points)”
		- Homework

***ELD 1 - Day 4- Formative output meetings with teacher.***1. Students will meet individually with teacher to talk about their most important wants and need in their new country. This provides an opportunity for one-to-one support surrounding basic sentence structure, the use of. expectation of sentence starters and to gauge intricacies surrounding individual students receptive level. Teacher should provide each student 5 minutes individual time monitored by timer. Teacher may record individual meeting.

[***Individual Formative Sheet one-to-one with teacher***](https://docs.google.com/document/d/1ZIBmbstG9pu0LycLxZPvFTNOvspea5OhNBagXuJsPbs/edit)While teacheris meeting with students individually. Students will be completing a grammar sheet surrounding plurals, using both content specific nouns and other nouns serving as examples. \*In order for this tandem activity to work flawlessly, the teacher must collect and grade noun sheets and give the student formative feedback and/or participation grade for the individual meeting. Importance must be placed on both activities in order to set the norm. |

Lesson 1 Resources

-Writing PreTest

-[#Goals! Unit Slides](https://docs.google.com/presentation/d/15AvM-oCSF-6rnlXm9trmu48in0Xr1OIXfTRwGG0BaMk/edit?usp=sharing) including the quotes.

-Homework by ELD level

- Exit Ticket

ESL UNIT: #Goals - Lesson 1 - Pre-Test - Writing

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Set goals for your English development and for you as a student. Describe your goals, explain why you selected them and how you will reach them.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ESL UNIT: #Goals - Lesson 1 – HOMEWORK for ELD 1-3

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Write 7 sentences about goal setting using the 3rd person singular (he or she) in the present tense. Example: *Maria succeeds in school because she asks for help when she doesn’t understand something.*

Use these sentence frames:

\_\_\_\_\_\_\_ succeeds in \_\_\_\_\_\_\_ because he (or she) \_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_ sets his goals high because he/she \_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_ reaches his/her goals because he/she \_\_\_\_\_\_\_.

\_\_\_\_\_\_\_ achieves his/her objectives because he/she \_\_\_\_\_\_\_\_.

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6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ESL UNIT: #Goals - Lesson 1 – HOMEWORK for ELD 3-5

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Write 3 sentences about goal setting using MODALS (could, would, should). Example: *If I study hard and not give up, I could be a doctor. I would have to sacrifice my free time to prioritize my studies and I should never give up even when things were difficult. But ultimately, I would feel very proud to achieve this goal.*

You could use this sentence frame:

 If I \_\_\_\_\_\_\_, I could be a \_\_\_\_\_\_\_\_. I would have to \_\_\_\_\_\_\_ and I should \_\_\_\_\_\_. But ultimately, I would feel \_\_\_\_\_\_\_\_\_\_\_.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ESL UNIT: #Goals - Lesson 1 - EXIT TICKET

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

**Based on today’s discussion, when I work on my goals and action steps, here are some things to consider:**

* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Lesson 2****Day 3** | **Integrating students into the MHS learning community** | **Estimated Time: 1 class period** |

**Brief overview of lesson:**

1. ACTIVATOR: Think-Pair-Share-Write prompt

2. Organize by priority the MHS Mission Statement sentences and Expectations for Student Learning

3. Compare & Contrast expectations from MHS and other countries

4. Exit ticket

5. Homework

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| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** |
| G.1 EXPLAIN by describing behaviors, attitudes and academic practices leading to success in school and life (college and career). | **Literacy Standard:**SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades *9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively. **Social Emotional Learning Standard:****Standard SEL 7:** The student will demonstrate the ability to communicate with others in a variety of ways. |
| **Language Objective** | **Essential Questions Addressed in the Lesson** |
| Students will compare and contrast the school rules in Chile/ Brasil and Milford High School using: *\_\_er than, because, in contrast, whereas, while, different.* | Q.3 How can my actions reflect the attitudes and behaviors of highly effective high school students. |
| **Assessment** |
| Exit ticket |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
|  |  |  |
| **Instructional Tips/Strategies/Suggestions for Teacher** |
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| ***Register:**** *Students might be unfamiliar with the language of school handbooks and mission statements.*
* *Students might be unfamiliar with the language of attitudes and behaviors.*

***Identity/social roles:**** *Students may have different cultural background knowledge about what is appropriate in terms of behavior and attitudes.*
 |
| **Anticipated Student Preconceptions/Misconceptions** |
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| **THE LESSON IN ACTION** |
| **Lesson Opening** |
| * + - ACTIVATOR: Think-Pair-Share-Write prompt, “You are starting a new Charter High School. Create a few rules for your students that will lead them to be successful at school and outside (college, career, community). Be ready to share with the class.” After a few minutes, each pair shares their rules with the class.
 |
| **During the Lesson** |
| * + - Talk about how they belong to MHS and need to know what the values and expectations of MHS are. Divide the MHS Mission Statement and Expectations for Student Learning into separate sentences for students to put in order of importance (small groups). Before starting, remind them of the expectations for group work: voice level 1, participation, language (What do you think\_\_\_?, I think that \_\_\_\_, I agree/disagree).
		- Then group students in small groups by L1 and distribute handouts of rules in Chile or Brazil and MHS. Check for comprehension of these handouts, as some vocabulary terms will need to be clarified. Students use a Venn diagram on chart paper to compare and contrast the expectations from MHS Vs. school in Chile/Brazil and present the Venn diagram to whole class. When presenting, students will use compare & contrast sentence frames appropriate to ELD levels (to be projected or posted).
		- For students who do not speak Spanish or Portuguese, ask students to list rules and expectations they remember from their school in their country and compare to MHS.
 |
| **Lesson Closing** |
| Exit ticketHomework |

Lesson 2 Resources

Materials Needed:

Lesson 2 Activator (handout)

Handout of school rules in Spanish from Liceo Diego Portales de Placilla in Chile -[School Rules in Spanish Chile](https://docs.google.com/document/d/1KBfl7FnCUTCMQw-eUX1gT2if4vUEY8GKY-XwSXv177k/edit)

Handout of School rules in Portuguese from Escola Públicas de Tocantins (use items 4 and 5 in this document): [Student Behavior Expectations in SP Public Schools in Brazil](https://drive.google.com/open?id=14yUOd7SHp-pJHLbEYm_Uml_VgULi91Cd)

Handout School Rules MHS-[MHS Expectations for Student Learning](https://drive.google.com/file/d/1rdDezu5QqhZNQ_9DYwx9BGM2Vmw4YDDx/view?usp=sharing), [MHS Mission Statement](https://drive.google.com/file/d/0Bw6FTPAokjOPX3htQllabGpMTS1wTTZNTV92T0Fmc09NNFJN/view?usp=sharing) **,** [**MHS Handbook - use pages 20-21**](https://drive.google.com/file/d/1IW1rp7zaVD-BgHS_B9SxOyyqEjMKq8dT/view?usp=sharing)

Chart paper

Compare & Contrast Sentence Frames (Lesson 2 Resources, below)

Lesson 2 Exit Ticket

ESL UNIT: #Goals - Lesson 2 - ACTIVATOR (Think-Pair-Share-Write)

Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**You are starting a new Charter High School. Create a few rules for your students that will lead them to be successful at school and outside (college, career, community). Be ready to share with the class.**

* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
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ESL UNIT: #Goals - Lesson 2

**Sentence Frames for Comparison and Contrast**

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| **Comparison****Commonly used transitions:****Likewise,****Similarly,****Along the same lines,****In the same way,** | **1. \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ both show \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****2. \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_ are like in that they both \_\_\_\_\_\_\_\_\_\_\_\_.****3. \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_ all show \_\_\_\_\_\_\_\_\_\_\_\_\_.****4. Likewise, both are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****5. Similarly, \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****6. In the same way, \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  |
| **Contrast****Commonly used transitions:****Although,** **but,** **by contrast,****Conversely,****Despite the fact, even though, however,****in contrast,****Nevertheless,****Nonetheless,****On the contrary,****On the other hand, regardless,****Whereas,****While,****yet** | **1. \_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_, while \_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.****2. \_\_\_\_\_\_\_\_\_\_ is\_\_\_\_\_\_\_\_\_\_\_, but \_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****3. \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ are different in that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.****4. While \_\_\_\_\_\_\_\_ shows \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_ shows \_\_\_\_\_\_\_\_\_\_.****5. \_\_\_\_\_\_ is \_\_\_\_\_\_\_, on the other hand \_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_.****6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, yet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.****7.Although \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

#Goals! Unit - Lesson 2: Compare & Contrast Sentences

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Write 2 sentences comparing schools in the US and another country.
* Write 2 sentences contrasting them.
* Use information from the Venn diagram.
* Use the model sentence frames to write your sentences.
1. **COMPARE = To say how two things are alike (the same).**

**The schools in the U.S. and in** *Brazil*\_ **are alike because they both** *require students to not miss school*.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **CONTRAST = To say how two things are different.**

**The schools in the U.S. and in** *Brazil* **are different because in American schools**, *students travel from room to room* **whereas in** *Brazilian* **schools,** *teachers travel from room to room*

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ESL UNIT: #Goals - Lesson 2 – HOMEWORK for ELD 1-3

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

**Mary**: walks to school, plays volleyball, likes math, plays in the school band, studies for tests, pays attention in class

**John:** rides the school bus, plays soccer, likes chemistry, plays in the school band, studies for tests, pays attention in class.

* Write 2 sentences comparing Mary and John using the 3rd person singular (he or she) in the present tense.
* Write 2 sentences contrasting them.
* Use the information provided above.
* Use the sentence frames to write your sentences.
1. **COMPARE = To say how two things are alike (the same).**

**Mary and John** **are alike because they both\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

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**2. CONTRAST = To say how two things are different.**

**Mary and John** **are different because Mary \_\_\_\_\_\_** **whereas John \_\_\_\_\_\_.**

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ESL UNIT: #Goals - Lesson 2 – HOMEWORK for ELD 3-5

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mary**: would walk to school if she could, would play volleyball if she could, would play in the school band if she could, should study more for tests, should pay more attention in class, should do her homework.

**John:** would ride the school bus if he could, would play soccer if he could, would play in the school band if he could, should study more for test, should pay more attention in class, should do his homework.

* Write 2 sentences comparing Mary and John using the MODALS ( could, would, should).
* Write 2 sentences contrasting them.
* Use the information provided above.
* Use the sentence frames to write your sentences.

1. **COMPARE = To say how two things are alike (the same).**

**Mary and John are alike. Mary\_\_\_\_\_\_. Similarly, John** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as well.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**2. CONTRAST = To say how two things are different.**

**Mary and John** **are different. Mary \_\_\_\_\_. Conversely, John \_\_\_\_\_\_.**

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| **Lesson 3****Day 4-5** | **The Importance of Graduating from High School** | **Estimated Time: 2 class periods** |

**Brief overview of lesson:**

1. ACTIVATOR: Project and distribute handout “How much do they earn in 1 year?”

2. *Earnings and unemployment rates by educational attainment* chart - explain

3. Add words to Word Wall

4. Close reading

5. Divide & Slide

6. Watch video

7. Add words to Word Wall

8. Graphic Organizer (cause & effect)

9. Discussion (sentence frames)

10. Write Around

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| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** |
| G.1 EXPLAIN by describing behaviors, attitudes and academic practices leading to success in school and life (college and career). | **History & Social Science Framework Gr. 8-12**Concepts & Skills 14. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E) **Social Emotional Learning Standards:****Standard SEL 3:** The student will demonstrate self-efficacy (confidence/competence).**Standard SEL 7:** The student will demonstrate the ability to communicate with others in a variety of ways.**Standard SEL 10:** The student will demonstrate the ability to seek help and offer help.**Technology Standard:** **Standard 3:** Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.* Communication & Collaboration
 |
| **Language Objective** | **Essential Questions Addressed in the Lesson** |
| 1. Students will compare and contrast earnings for different educational levels using sentence frames.
2. Students will describe the causes and effects of graduating/dropping out from high school using: *because, leads to, results in, as a consequence*
 | Q 2. How can I use English to actively engage in academic conversations?Q 4. What are the benefits of graduating from High School and earning the Seal of Biliteracy? |
| **Assessment** |
| Write Around |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
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| **Instructional Tips/Strategies/Suggestions for Teacher** |
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| ***Task/situation:*** * *Some students may be more comfortable expressing themselves in writing, compared to orally, and vice-versa.*

***Identity/social roles:**** *Some students may not be familiar with cultural norms of turn-taking, small group roles, independent work, and etiquette of classroom academic conversations.*
* *Students from some cultural backgrounds may be new to the idea that , in our schools, students are encouraged to have their own dreams and goals apart from their parents or teachers.*
 |
| **Anticipated Student Preconceptions/Misconceptions** |
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| **THE LESSON IN ACTION** |
| **Lesson Opening** |
| * + - ACTIVATOR: Project and distribute handout “How much do they earn in 1 year?” to get students thinking about differences in earnings related to occupation.
 |
| **During the Lesson** |
| * + - Project the *Earnings and unemployment rates by educational attainment* chart on the board and/or hand out copies to students. Explain the labels in the chart and how to extract the information presented in this format. Add words to the Vocabulary Board.
		- In pairs (but each student with one handout), students complete a close reading assignment using information from the chart to complete comparative sentence frames. Then, use the Divide & Slide interactive strategy for students to share each sentence aloud (slide 4 times, one for each sentence).
		- Project the Multiple Causes & Effects graphic organizer. Explain that certain events in our lives are very important, and are connected to many causes as well as multiple consequences. Complete the organizer with a personal example (moving to the U.S., for example, if you are an immigrant, because students can relate to it.) Explain that they will watch a video about the causes and effects of graduating from HS. As they watch it, you will pause at certain points to give students time to complete the graphic organizer. Explain that graphic organizers are useful tools to help us understand and communicate important information from texts. Also, use the pause to add words to the vocabulary board.
		- Students watch a video on the importance of graduating from HS /testimonials (per ELD level)and complete graphic organizer. Then, group students get to share and add information to their graphic organizer. Provide sentence frames for discussion (What do you think are the causes for graduating/ dropping out of HS? I think one cause is\_\_. What do you think are some effects of graduating HS/dropping out? I think some effects are \_\_\_.)
 |
| **Lesson Closing** |
| Formative Assessment: In groups of 4, students do a Write Around (4 pages moving around - each student writes one sentence and pass the paper to the right. Each student uses a different color pen). Prompt: Explain why some students do not graduate from HS and what are the consequences of dropping out. Students should be encouraged to use the Cause & Effect graphic organizer and Vocabulary Board as resources. |

Lesson 3 Resources

Materials Needed:

-Lesson 3 ACTIVATOR “How Much Do They Earn in One Year?” (Lesson 3 Resources - handout)

-Earnings and unemployment rates by educational attainment chart: [Earning and Unemployment Chart](http://www.bls.gov/emp/ep_chart_001.htm/)

-Close reading handout (Lesson 3 Resources, below)

-Video ELD 1-2: [Value of a High School Diploma](https://www.youtube.com/watch?v=OKK-_oNDLck), [Don't Call Them Dropouts](https://www.youtube.com/watch?v=CAVvQ12AdLM), [Stay in School](https://www.youtube.com/watch?v=v5vRbfxTVf4),

-Video ELD 3-5:[Think Again, Dropout Testimonials](https://www.youtube.com/watch?v=J2IOVWoENgI) (first 5 minutes), [Adam Ruins Everything on Dropout](https://www.youtube.com/watch?v=bXM3a1dSIhM),

-Graphic organizers for the videos (reasons - consequences of graduating HS/dropping out): [Multiple Cases & Effects Graphic Organizer](https://drive.google.com/file/d/1yye6rQ-iGpOdnocQlyEh9scYltLl7F4D/view?usp=sharing) - Print 2 copies for each students: in one, at the center, write “Graduating from HS” and on the other, “Dropping out”, so they can use to jot down causes and consequences of each.

ESL UNIT: #Goals - Lesson 3 - ACTIVATOR

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

**How Much Do They Earn in One Year?**

1. Estimate how much an average worker in each occupation earns per year.

2. Share your estimate with 2 other students.

3. Add real data (from salary.com or other reputable source) to the bottom row.

4. Discuss results in class.

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|   |   |   |  |
| **ROOFER** | **RETAIL STORE MANAGER**  | **TEACHER** | **ATTORNEY** |
| Estimated yearly earnings:   | Estimated yearly earnings:  | Estimated yearly earnings:  | Estimated yearly earnings:  |
| Real yearly earnings:  [Bureau of Labor Statistics: 47-2061 Construction Laborers](https://www.bls.gov/oes/current/oes472061.htm)  | Real yearly earnings: [Salary.com: Retail Store Manager](https://www1.salary.com/Retail-Store-Manager-Salary.html) | Real yearly earnings:  [Bureau of Labor Statistics: 25-2031 Secondary School Teachers](https://www.bls.gov/oes/current/oes252031.htm) | Real yearly earnings: [Bureau of Labor Statistics: 23-1011 Lawyers](https://www.bls.gov/oes/current/oes231011.htm) |

ESL UNIT: #Goals - Lesson 3 - **Earnings by Educational Level – Close Reading**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Use information from the chart to complete the sentences below:

1. A person with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has a **higher rate of unemployment** than a person with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. A person with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has a **much higher rate of unemployment** than a person with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. A person with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has a **higher weekly earning** than a person with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. A person with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has a **much higher weekly earning** than a person with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

ESL UNIT: #Goals - Lesson 3 – Formative Assessment – Write Around

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SCORE (see attached rubric): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Names (one color per student): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Write one sentence and pass the paper to the student on your right.

2. Each student should write using a different color (the same color you used to write your name at the top).

3. When a paper is passed to you, read what has been written before adding your sentence. Make your sentence connect to what came before.

4. Use the Cause & Effect graphic organizer and the Vocabulary Board as resources.

**Explain why some students do not graduate from HS and some of the consequences of dropping out.**

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| **Lesson 4****Day 6-7** | **Setting Behavior Goals with Action Steps** | **Estimated Time: 2 class periods** |

**Brief overview of lesson:**

1. ACTIVATOR: Quick Write
2. Add vocabulary to word wall.
3. Modeling goal setting and action steps.
4. Goal setting guided practice
5. Goal setting in group, based on classroom expectations.
6. Self-assessment & goal setting

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| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** |
| G.1 EXPLAIN by describing behaviors, attitudes and academic practices leading to success in school and life (college and career). G.2 DISCUSS by identifying /elaborating on aspects of personal goal setting and achieving. | **Literacy Standard:**SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades *9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively. **Social Emotional Learning Standards:****Standard SEL 3:** The student will demonstrate self-efficacy (confidence/competence).**Standard SEL 4:** The student will demonstrate impulse control and stress management.**Standard SEL 12:** The student will demonstrate the ability to reflect and evaluate the results of his or her actions and decisions. |
| **Language Objective** | **Essential Questions Addressed in the Lesson** |
| DISCUSS by identifying, creating, and evaluating action steps for a goal using future tense (will, going to) and key vocabulary: action steps, actionable, specific, measurable, reality. | Q.1 How can I use English to present and discuss concepts related to personal and academic goal-setting. |
| **Assessment** |
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| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |

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| **Instructional Tips/Strategies/Suggestions for Teacher** |
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| ***Register:**** *Students might be unfamiliar with the language of goal setting*
* *Students might be unfamiliar with the language of attitudes and behaviors including rating scales with expressions of degree.*

***Genre/text type:**** *Personal and academic goal setting may be a new concept for ELs****.***

***Topic:**** *Some students may be unfamiliar with topics related to socio-emotional learning.*

***Task/situation:*** * *Some students may not be familiar with creating and monitoring their own goals.*

***Identity/social roles:**** *Students may have different cultural background knowledge about what is appropriate in terms of behavior and attitudes.*
* *Students from some cultural backgrounds may be new to the idea that , in our schools, students are encouraged to have their own dreams and goals apart from their parents or teachers.*
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| **Anticipated Student Preconceptions/Misconceptions** |
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| **THE LESSON IN ACTION** |
| **Lesson Opening** |
| * + - ACTIVATOR: Quick Write handout to make students think about goal setting and action steps.
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| **During the Lesson** |
| * + - Brainstorm vocabulary related to goal setting, adding to the Vocabulary Board. Introduce new vocabulary (menu tool).
		- Modeling goal setting and action steps: Let’s pretend that we all had a session with a life coach and decided to set a goal to BE HEALTHY. This goal is too vague. Let’s make it concrete by creating an action step. For example, let’s say that my health is not so good due to stress. So, it makes sense to create an action step that is related to stress relief. For example: **I will improve my health by writing 3 reasons for gratitude on my journal every night in order to relieve stress.**
		- Guided Practice: With a partner, students will receive a blank sheet to write one action step for the goal “I will improve my health by \_\_”. Each group will focus on one different aspect of health (nutrition, rest, physical activity, balance, stress relief). Teacher floats to offer support. At the end, students add their action step to the chart paper around the central goal “I will improve my health”. Whole group evaluate if each step is actionable and make modifications or add-ons as needed.

 * + - Teacher explains that students will set behavior goals based on the EL Department expectations (connect to the MHS Expectations discussed in lesson 2). These expectations were presented in the syllabus but now we will look at them more deeply. Four small groups will focus on one expectation each (be responsible, be respectful, be hardworking, be focused). They will brainstorm ideas about how that expectation can be demonstrated as a classroom behavior. They will then choose one way to represent it and draw a picture to add to our EXPECTATIONS pocket chart display. Each group will present their artwork to the clas and explain their rationale.
		- The teacher will explain that each expectation is a bit vague, the same way as “ I will be healthy” is vague, and needs to be made practical by adding an action step, just like we did with the “I will be healthy” goal. Then, the teacher projects, explains, and models how to complete the Student Self Assessment & Goal Setting based on the EL Department Behavior Expectations. Teacher explains that students will set a goal on Monday and self assess on Fridays. The process should take only a few minutes, with practice. Students are then asked to complete their first goal setting. So, this is the launch of a self-assessment/goal-setting practice (related to classroom expectations) that should continue to be carried out throughout the year.
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| **Lesson Closing** |
| Self-assessment & Goal setting based on the 4 classroom expectations |

Lesson 4 Resources

**Materials Needed:**

Activator (quick write)

Handout: [Short Student self-assessment & Goal Setting Form](https://drive.google.com/file/d/1uE2eZOM76QDyCmaEac_64m_rgxx1lQZY/view?usp=sharing) , [Student Self Assessment & Goal Setting Form](https://drive.google.com/file/d/1yoD-9MQrP156TZnbP21-c5BYFBK8wWdd/view?usp=sharing) or [Modified Student Self-Assessment & Goal Setting Form](https://docs.google.com/document/d/1iXQhgFR_JK67iMALHBU0gMgrLzp05xur4AwKoiKd7zo/edit?usp=sharing)

Example of Short Weekly Self Assessment & Goal Setting

Chart paper and A4 paper.

ESL UNIT: #Goals - Lesson 4 – ACTIVATOR: Quick Write

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Look at the picture. What does it make you think? Quickly write your ideas. Do not worry about grammar or spelling. Try to fill all the lines.

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| **Lesson 5****Day 8-9** | **Understanding the importance of biliteracy and what is the Seal of Biliteracy**  | **Estimated Time: 2 class periods** |

**Brief overview of lesson:**

1. ACTIVATOR: Watch a quick video clip, discussion in triads & K-W-L chart handout
2. Whole class discussion: K-W-L class chart
3. Introduce new vocabulary and add to word wall
4. With partner, watch videos (differentiated by ELD levels) & add to K-W-L chart handout.
5. Share out & add to class chart
6. Mini-lesson on Superlative Adjectives
7. Superlative Vote
8. Mini-lesson on Comparative Adjectives using language from the videos.
9. Exit Ticket
10. Extension

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| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** |
| G.1 EXPLAIN by describing behaviors, attitudes and academic practices leading to success in school and life (college and career). | **History & Social Science Framework Gr. 8-12** Concepts & Skills 14. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are thosebenefits that are given up once one alternative is chosen. (E) **Literacy Standard:**L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. **Social Emotional Learning Standards:****Standard SEL 3:** The student will demonstrate self-efficacy (confidence/competence).**Standard SEL 12:** The student will demonstrate the ability to reflect and evaluate the results of his or her actions and decisions. |
| **Language Objective** | **Essential Questions Addressed in the Lesson** |
| Students will compare bilingualism to monolingualism using comparative and superlative adjectives.Students will describe the effects of biliteracy using: *because, leads to, results in, as a consequence* | Q. 2 How can I use English to actively engage in academic conversations?Q 4. What are the benefits of graduating from High School and earning the Seal of Biliteracy? |
| **Assessment** |
| Exit ticket |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
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| **Instructional Tips/Strategies/Suggestions for Teacher** |
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| ***Task/situation:*** * *Some students may be more comfortable expressing themselves in writing, compared to orally, and vice-versa.*
* *Some students may not be familiar with creating and monitoring their own goals.*

***Identity/social roles:**** *Some students may not be familiar with cultural norms of turn-taking, small group roles, independent work, and etiquette of classroom academic conversations.*
* *Students from some cultural backgrounds may be new to the idea that , in our schools, students are encouraged to have their own dreams and goals apart from their parents or teachers.*
 |
| **Anticipated Student Preconceptions/Misconceptions** |
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| **THE LESSON IN ACTION** |
| **Lesson Opening** |
| ACTIVATOR: Watch a quick video clip (ELD 1-2: [Bilingual Cat](https://youtu.be/V8jYJomGTRQ); ELD 3-5: [I Love Lucy Paris Episode](https://youtu.be/Xtbbo_lHqAs))and discuss in groups of 3: “What are the advantages of being bilingual?” Each group adds to the K column of a K-W-L Chart handout |
| **During the Lesson** |
| Whole class discussion: groups share aloud and teacher adds to the K column of a K-W-L CLASS Chart; then whole group ads to the W column (what do we want to learn). Discuss & introduce vocabulary: bilingualism, biliteracy, advantage, cognitive, flexible, critical thinking… (add to vocabulary board).With a partner, students will watch 2 or 3 short videos (differentiate by ELD levels), and together add to the L column of their K-W-L chart handout. Students can use closed captions and rewind/pause controls to support their understanding.Whole class discussion: groups share their findings aloud, and teacher adds information to the L column.Superlative Adjectives: The same groups will then evaluate the videos using superlative adjectives: the shortest, the longest, the most favorite, the most interesting. Project the Superlative Vote. Explain the rules for superlative adjectives. Students vote by writing their names on a sticky note and adding to one video in each category.Comparative adjectives: using language from the videos (faster, smarter), give these 3 examples: Bilingual brains are faster than monolingual brains.  Finding a job is easier for bilinguals than for monolinguals. Bilinguals are more flexible than monolinguals.From these 3 examples, lead students to discover the 3 rules related to comparative adjectives1. One syllable adjective: add -er than
2. Two syllable adjective ending in “y”: change the y to i and add -er than
3. Three or more syllable adjective: use more and than.

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| **Lesson Closing** |
| **Exit Ticket:** Using information from the L column in the K-W-L Chart, students will write 3 - 5 sentences comparing bilingualism to monolingualism using comparative adjectives.Extension: distribute job posts at a variety of levels and have pairs of students look for common preferred qualifications (including being bilingual). |

Lesson 5 Resources

-ACTIVATOR: Video (ELD 1-2: [Bilingual Cat](https://youtu.be/V8jYJomGTRQ); ELD 3-5: [I Love Lucy Paris Episode](https://youtu.be/Xtbbo_lHqAs))

-K-W-L Chart handout

-Videos for ELD 1-2: [Bilingual Kids' Brains are Smarter and Faster](https://www.youtube.com/watch?v=26istSxGMEA),

-Videos for EDL 3-5: [TED Talk on Benefits of Bilingualism](https://www.ted.com/talks/mia_nacamulli_the_benefits_of_a_bilingual_brain), [Bilingualism and Cognitive Control](https://www.youtube.com/watch?v=1hYpvzKJV8E)

-Video for all levels: [Benefits of learning a Second Language for Kids](https://www.youtube.com/watch?v=88RIDtljFiY)

-Superlative Vote handout (or project)

-Lesson 5 Exit Ticket

-Optional: job post, some including bilingual as preferred

ESL UNIT: #Goals - Lesson 5 – K-W-L Chart

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WHAT ARE THE ADVANTAGES OF BEING BILINGUAL?**

|  |  |  |
| --- | --- | --- |
| **K** | **W** | **L** |
| **What do I KNOW?** | **What do I WANT to know?** | **What did I LEARNED?** |
|   |   |   |

ESL UNIT: #Goals - Lesson 5 – Superlative Adjectives

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**THE SUPERLATIVE VOTE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | **The Easiest** | **The Hardest** | **The Most** |
| **Video** | **The Shortest** | **The Longest** | **to Understand** | **to Understand** | **Interesting** |
| Benefits of Learning a Second language for Kids |   |   |   |   |   |
| Bilingual Kids’ Brains are Smarter and Faster |   |   |   |   |   |
| TED Talk: Benefits of Bilingualism |   |   |   |   |   |
| Bilingualism and Cognitive Control |   |   |   |   |   |
|   |   |   |   |   |   |

RULES FOR SUPERLATIVE ADJECTIVES:

1. Words of one syllable ending in 'e': add -st (wide – the widest)

2. Words of one syllable, with one vowel and one consonant at the end: Double the consonant and add -est (big – the biggest).

3. Words of two syllables, ending in 'y': Change 'y' to 'i', and add -est to the end of the word (happy – happiest).

4. Words of two syllables or more, not ending in 'y': use “the most” (the most beautiful).

ESL UNIT: #Goals - Lesson 5 – Exit Ticket

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comparative Sentences**

Using information from the L column in the K-W-L Chart, students will write 3 to 5 sentences comparing bilingualism to monolingualism using comparative adjectives.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Lesson 6****Day 10** | **Setting ELD goals based on ACCESS scores** | **Estimated Time: 1 class period** |

**Brief overview of lesson:**

1. ACTIVATOR: add latest ACCESS scores to ELD Goal Setting Form.
2. Discuss meaning of ACCESS scores.
3. Introduce goals-setting vocabulary and add to word wall.
4. Use ELD Goal setting form to set language goals for each domain.
5. Numbered Heads Together: brainstorm action steps for ELD goals.
6. Whole Group discussion: share out and write ideas for action steps on chart paper.
7. Exit Ticket: Students go back to their ELD Goal Setting Form and write 2 action steps for each goal. These action steps will be revisited quarterly.

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| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** |
| G.2 DISCUSS by identifying /elaborating on aspects of personal goal setting and achieving. | **Literacy Standard:**SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades *9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively. **Social Emotional Learning Standards:****Standard SEL 3:** The student will demonstrate self-efficacy (confidence/competence).**Standard SEL 4:** The student will demonstrate impulse control and stress management.**Standard SEL 12:** The student will demonstrate the ability to reflect and evaluate the results of his or her actions and decisions. |
| **Language Objective** | **Essential Questions Addressed in the Lesson** |
| Create an ELD goal for each domain, and action action steps using future tense (will, going to) and gerund. | Q.1 How can I use English to present and discuss concepts related to personal and academic goal-setting.Q. 2 How can I use English to actively engage in academic conversations? |
| **Assessment** |
|  |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
|  |  |  |
| **Instructional Tips/Strategies/Suggestions for Teacher** |
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| ***Register:**** *Students might be unfamiliar with the language of goal setting*

***Genre/text type:**** *Personal and academic goal setting may be a new concept for ELs, including but not limited to: growth mindset, fixed mindset, and understanding ACCESS scores.*
* *Goal setting may not be a new concept, but it may be difficult to discriminate between the different areas****.***

***Task/situation:*** * *Some students may not be familiar with creating and monitoring their own ELD goals.*

***Identity/social roles:**** *Students from some cultural backgrounds may be new to the idea that , in our schools, students are encouraged to have their own dreams and goals apart from their parents or teachers.*
 |
| **Anticipated Student Preconceptions/Misconceptions** |
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| **THE LESSON IN ACTION** |
| **Lesson Opening** |
| * + - Distribute to students their ELD Goal Setting Form with their ACCESS scores already filled out or give them also a copy of their scores reports for them to filled out the form.
 |
| **During the Lesson** |
| * + - Discuss meaning of ACCESS scores. Ask students to put a star on their greater growth and to circle their smallest growth.
		- Introduce vocabulary related to goal setting as needed for the discussion, adding to the Vocabulary Board (see menu tool)
		- Use ELD Goal setting form to set language goals for each domain.
		- Numbered Heads Together: Distribute the graphic organizer Action Steps for ELD Goals and divide the class into 4 Expert Groups, one for each language domain (Listening, Speaking, Reading, Writing). Each group should brainstorm ways to increase their ELD scores in one of their assigned domains (action steps) and use the graphic organizer to take notes. After a few minutes, regroup students into Home Groups, which should contain at least one representative of each Expert Group. Experts should share with their Home Group peers their ideas, but rather than simply copying, students should further discuss and refine the original ideas, adding to their graphic organizer. Teacher circulates, encouraging discussion.
		- Whole Group discussion: share out and write ideas for action steps on chart paper.
 |
| **Lesson Closing** |
| * + - **Exit Ticket:** Students go back to their ELD Goal Setting Form and write 2 action steps for each goal. These action steps will be revisited quarterly.
 |

Lesson 6 Resources

[ELD Goal Setting Form](https://drive.google.com/file/d/13E8-lYFsy7Dw0drxQl0RdZFQJzVlWTmK/view?usp=sharing)

[Graphic Organizer: Action Steps for ELD Goals](https://drive.google.com/file/d/1m0VdyZ3de41hUMEa_2nvlpgJ8BKRTH2Z/view?usp=sharing)

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| **Lesson 7****Day 11** |  **Introducing the norms and skills of academic conversations (SPEAKING domain).** | **Estimated Time: 1 class period** |

**Brief overview of lesson:**

1. ACTIVATOR: Video Clips & discussion
2. Introduce academic conversations
3. Introduce conversation norms
4. Add new vocabulary to word wall
5. Introduce conversation skills.
6. Practice some conversation skills and record it in Google voice
7. Add new vocabulary to word wall
8. Introduce conversation assessments: WIDA rubric & checklist
9. Add new vocabulary to word wall.

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| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** |
| G.1 EXPLAIN by describing behaviors, attitudes and academic practices leading to success in school and life (college and career). | **Literacy Standard:**SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades *9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively. **Social Emotional Learning Standard:****Standard SEL 4:** The student will demonstrate impulse control and stress management.**Standard SEL 7:** The student will demonstrate the ability to communicate with others in a variety of ways.**Standard SEL 10:** The student will demonstrate the ability to seek help and offer help.**Technology Standard:****Standard 3:** Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.* Communication & Collaboration
 |
| **Language Objective** | **Essential Questions Addressed in the Lesson** |
| Describe the norms and skills of academic conversations key vocabulary: using gerund (by reading...) | Q. 2 How can I use English to actively engage in academic conversations? |
| **Assessment** |
| Exit ticket |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
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| **Instructional Tips/Strategies/Suggestions for Teacher** |
| This is a [basic resource for teachers on academic conversations](https://drive.google.com/file/d/1XXLviPCFNbRctO90HBaMzfSJ8VsHzFzu/view?usp=sharing). |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| ***Register:**** *Students may be unfamiliar with the distinct characteristics of academic conversations in contrast to social conversations.*

***Task/situation:*** * *Some students may be more comfortable expressing themselves in writing, compared to orally, and vice-versa.*
* *Some students may be unfamiliar with using a checklist or a rubric for assessment.*

***Identity/social roles:**** *Some students may not be familiar with cultural norms of turn-taking, small group roles, independent work, and etiquette of classroom academic conversations.*
* *Students may have different cultural background knowledge about what is appropriate in terms of behavior and attitudes.*
 |
| **Anticipated Student Preconceptions/Misconceptions** |
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| **THE LESSON IN ACTION** |
| **Lesson Opening** |
| * + - ACTIVATOR: Video Clips (use subtitles)

Level 1-2: [Example of Academic Conversation](https://www.youtube.com/watch?v=7P1_oiWkfj8)Levels 3-5: [Example and Non-example of Academic Conversation](https://www.youtube.com/watch?v=ZPq0YezRzy8)* + - Whole group discussion, “What did you notice in the video?”
 |
| **During the Lesson** |
| Introduce the concept that we can learn content, language, and thinking skills through conversations. Explain that we will frequently have academic conversations in the classroom. These conversations will follow certain norms, and require certain skills. These conversations will also be assessed and will count towards their grades. Today we will talk about the conversations norms, skills, and assessments.Conversation Norms: Ask students to write on a sticky note ONE CONVERSATION NORM they think is important and put it on the board. Ask 2 students to come to the board and alternate reading the notes aloud as we collectively organize them and come up with a common set of norms that must include: taking turns, equal time, respect, and attentive listening. ADD NEW VOCABULARY TO VOCABULARY BOARD.Conversation Skills: Project the [Simplified Conversation Moves Poster](https://drive.google.com/file/d/1GETvZ2shEMFlDJnYvv3WiUzzywIZqX9d/view?usp=sharing) and explain to students that academic conversations are different than simply Turn and Talk because they will not only share their ideas, but build ideas together. In order to build ideas, students need to develop conversation skills. Briefly explain each one, and show how they can use this poster (that will be available to them in a placemat format) to build ideas through academic conversations. Explain that, at the same time that they build ideas, they also are building thinking skills and language skills. Project and Explain the [Conversation Skills WIth Sentence Frames](https://drive.google.com/file/d/1ydXejdIztYgqk__50wrWi2eDiSBAr-zw/view?usp=sharing) by Zwiers. Ask them to use this as they practice. Tell students that they will practice now, just for 5 minutes, to build one idea by clarifying and supporting it (using the poster). The prompt is, “You and your partner work for a multinational company and you need to hire a communications manager. Collaborate to create a list of qualifications required for this position. Include education level, language skills, and personality traits. Make sure to clarify and support ideas”. Record the conversation and upload it to Google classroom. ADD NEW VOCABULARY TO VOCABULARY BOARD.Alternate conversation idea: “The school is considering banning cell phone at school. You and your partner must decide if you think this is a good idea or a bad idea. Decide your position (yes ban cell phone, or no keep cell phones in school) and come up with a list of reasons why.”Conversation Assessments: Explain how conversations will often be recorded and evaluated using rubrics. RUbrics will also be used by the teacher as he/she observes conversation in class. Additionally, students might be asked to use a checklist to observe and assess other students (peer assessment) or themselves (self-assessment). ADD NEW VOCABULARY TO VOCABULARY BOARD.Project the WIDA Interpretive Speaking Rubric. Highlight the Speaking Level of your students and show them what the expectations are for the next level up. Discuss how this rubric is used to determine their ACCESS score in the Speaking domain and review with them the action steps to develop their speaking.Then, project the Constructive Conversation Observation & Analysis Tool. Have students take turns reading it and clarify meaning. Explain that this tool will be used to assess their conversation skills throughout the year.  |
| **Lesson Closing** |
| * + - **Exit Ticket:** Describe conversations norms and skills using key vocabulary and sentence frames.
 |

Lesson 7 Resources

ACTIVATOR: Video Clips (use subtitles)

Level 1-2: [Example of Academic Conversation](https://www.youtube.com/watch?v=7P1_oiWkfj8)

Levels 3-5: [Example and Non-example of Academic Conversation](https://www.youtube.com/watch?v=ZPq0YezRzy8)

[WIDA Speaking & Writing Interpretive Rubric](https://drive.google.com/file/d/1qZ0WpmEQG_77jTcWovKxI8Sp0OT6TTnS/view?usp=sharing)

[Conversation Observation & Analysis Tool](https://drive.google.com/file/d/12eG0HtQpn7EEJzfkfBqh_vwKUykLR0JM/view?usp=sharing)

Exit ticket

ESL UNIT: #Goals - Lesson 7 – Exit Ticket

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONVERSATION NORMS & SKILLS**

**Describe the norms and skills of academic conversations using key vocabulary and sentence frames.**

*Some norms of academic conversations are \_\_\_. One conversation skill is\_\_\_. It means \_\_\_. For example, \_\_\_.*

*During a conversation, partners should\_\_\_ because\_\_\_)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Lesson 8****Day 12-14** | **Growth Mindset is essential to achieving goals** | **Estimated Time: 3 class periods** |

**Brief overview of lesson:**

**DAY 1:**

ACTIVATOR: Quick Write

Growth Mindset Posters (pairs):Vocabulary & academic conversation

Mindset Scenarios handout (different pairs): create & act out

Class discussion

Exit Ticket: write alternative Growth Mindset scenarios for Fixed mindset scenarios.

**DAY 2:**

ACTIVATOR: video [Can You Become Smarter?](https://www.youtube.com/watch?v=2zrtHt3bBmQ) Turn & Talk

Comparing Consequences (read, reflect, discuss ideas, then write).

Write Around: Growth/Fixed Mindset Sentences

Extension: video <https://www.youtube.com/watch?v=aItZKnWL_R4>

Formative Assessment: Comparing Consequences & Write Around

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| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** |
| G.1 EXPLAIN by describing behaviors, attitudes and academic practices leading to success in school and life (college and career). | **Literacy Standard:**SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades *9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively. **Social Emotional Learning Standards:****Standard SEL 3:** The student will demonstrate self-efficacy (confidence/competence).**Standard SEL 4:** The student will demonstrate impulse control and stress management.**Standard SEL 10:** The student will demonstrate the ability to seek help and offer help.**Standard SEL 12:** The student will demonstrate the ability to reflect and evaluate the results of his or her actions and decisions. |
| **Language Objective** | **Essential Questions Addressed in the Lesson** |
| Explain how growth mindset can lead to success and how fixed mindset can hinder success using cause & effect language: due to, leads to, because, as a result, consequently.Explain by contrasting how growth mindset can lead to success while fixed mindset can hinder success using: different, whereas, while. | Q.1 How can I use English to present and discuss concepts related to personal and academic goal-setting.Q.3 How can my actions reflect the attitudes and behaviors of highly effective high school students. |
| **Assessment** |
| DAY 1 - Exit Ticket: write alternative Growth Mindset scenarios for Fixed mindset scenarios.DAY 2 - Comparing Consequences and Write Around |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
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| **Instructional Tips/Strategies/Suggestions for Teacher** |
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| ***Register:**** *Students may be unfamiliar with the distinct characteristics of academic conversations in contrast to social conversations.*
* *Students might be unfamiliar with the language of goal setting*

***Genre/text type:**** *Personal and academic goal setting may be a new concept for ELs, including but not limited to: growth mindset, fixed mindset, and understanding ACCESS scores.*
* *Goal setting may not be a new concept, but it may be difficult to discriminate between the different areas****.***

***Topic:**** *Some students may be unfamiliar with topics related to socio-emotional learning.*

***Task/situation:*** * *Some students may be more comfortable expressing themselves in writing, compared to orally, and vice-versa.*
* *Some students may not be familiar with evaluating attitudes and creating alternative scenarios.*

***Identity/social roles:**** *Some students may not be familiar with cultural norms of turn-taking, small group roles, independent work, and etiquette of classroom academic conversations.*
* *Students may have different cultural background knowledge about what is appropriate in terms of behavior and attitudes.*
 |
| **Anticipated Student Preconceptions/Misconceptions** |
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| **THE LESSON IN ACTION- DAY 1** |
| **Lesson Opening** |
| * + - Activator: Quick Write “Your thoughts create your future.”
 |
| **During the Lesson** |
| * + - Distribute the Growth Mindset Posters (according to ELD levels) to pairs of students.
		- The first thing they should do is to identify unknown vocabulary and write it on the board. Teacher will then explain vocabulary and add it to the Vocabulary Board.
		- Then, students will alternate reading each row. They will stop after each row and engage in conversation, building up the ideas presented on that row by paraphrasing and supporting with examples and reasoning.The teacher should highlight what sentence starters from the Constructive Conversations poster/placemat could be used to support the language for this conversation.
		- Regroup students in pairs. Distribute the Mindset Scenarios handout according to ELD levels. Each pair will select or be assigned ONE of the scenarios. They will collaborate to act out (for the whole class) the Fixed Mindset scenario AND an alternative Growth Mindset scenario (that they need to create).
		- After each presentation, teacher leads a classroom discussion brainstorming other possible Growth Mindset alternatives.

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| **Lesson Closing** |
| * + - Exit Ticket: Each student write an alternative Growth Mindset scenario for at least 3 of the Fixed mindset scenarios.
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| **THE LESSON IN ACTION - DAY 2** |
| **Lesson Opening** |
| * + - ACTIVATOR: watch [Can You Become Smarter?](https://www.youtube.com/watch?v=2zrtHt3bBmQ) Then, Turn & Talk, “Can you become smarter? How?”
 |
| **During the Lesson** |
| * + - Distribute the handout “Comparing Consequences” according to ELD levels. Clarify directions. Students will read, reflect, discuss ideas, then write.
		- Write Around: Regroup students with another partner (same ELD level). Distribute the Growth/Fixed Mindset Sentences according to ELD levels. Students will engage in conversation to select one pair of sentences and discuss why they agree/disagree with each statement in the pair, giving reasons and examples. Then, they will write the response using the write around strategy. Each student should use a different color pen.
 |
| **Lesson Closing** |
| * + - Extension: Have students watch this video <https://www.youtube.com/watch?v=aItZKnWL_R4> and write a response that includes:

a) what are the main ideas b) what details support the main ideas c) what you think about these ideas* + - **Formative Assessment**: the Comparing Consequences and the Write Around will be used as formative assessments.
 |

Lesson 8 Resources

Activator: Quick Write “Your thoughts create your future.”

Posters:

ELD 1: [Growth Mindset Poster 1](https://drive.google.com/file/d/1Za8CfLpIEO6mB73dS7PN_W46Elsla29B/view?usp=sharing)

ELD 2-3 :use the poster 1 and the [Growth Mindset Poster 2](https://drive.google.com/file/d/1mYGwwNOf31YsL1CNmjO4jgq7se2qRWAQ/view?usp=sharing)

ELD 4-5: use posters 1-2 and the [Growth Mindset Poster 3](https://drive.google.com/file/d/176z9NSRBeGPorVXm7INQpQnjzlV_I0u4/view?usp=sharing)

Fixed Vs. growth mindset sentences:

ELD 1: [Growth /Fixed Mindset Sentences 1](https://drive.google.com/file/d/1ApbYErFEWEBg3uhFEufEPCGNfSOTUdVV/view?usp=sharing)

ELD 2-3: [Growth/Fixed Mindset Sentences 2](https://drive.google.com/file/d/1dtru_V6NB4eQ5FglfOQYdcQ6xNS4gvEZ/view?usp=sharing)

ELD 4-5:[Growth/Fixed Mindset Sentences 3](https://drive.google.com/file/d/1nVp5anyEUCu0ZmwVt7oV-vRHLHCcaTMM/view?usp=sharing)

Mindset Scenarios Handout (also function as Exit Tickets):

ELD 1-2: [Growth Mindset Scenarios ELD 1-2](http://hes.hcpss.org/sites/default/files/library/Family%20Scenarios.pdf)

ELD 3-5: [Growth Mindset Scenarios ELD 3-5](https://www.sandiegounified.org/schools/sites/default/files_link/schools/files/Domain/18742/per%202%20Mindset%20Scenarios.pdf)

Comparing Consequences of Mindsets:

ELD 1: [Comparing Mindset Consequences\_ELD 1](https://drive.google.com/file/d/1ZmXUaJ4MAL26yUYwjjabzurcdEuhghX-/view?usp=sharing)

ELD 2-3: [Comparing Mindset Consequences\_ ELD 2-3](https://drive.google.com/file/d/1bFbxyTRNJBUmRJYPZAUXdbmhcWZbZfYF/view?usp=sharing)

ELD 4-5: [Comparing Mindset Consequences\_ELD 4-5](https://drive.google.com/file/d/1CewuTqcbocUwfwFInx1pvSUg5T4WRTZc/view?usp=sharing)

Extension: video <https://www.youtube.com/watch?v=aItZKnWL_R4>

ESL UNIT: #Goals - Lesson 8 – ACTIVATOR: Quick Write

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Look at the picture. What does it make you think? Quickly write your ideas. Do not worry about grammar or spelling. Try to fill all the lines.**

 

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| **Lesson 9****Day 15-16** | **Introducing the 7 habits of highly effective high school students** | **Estimated Time: 2 class periods** |

**Brief overview of lesson:**

1. ACTIVATOR: small group & whole class: What is a habit?/Examples of Good & Bad Habits.
2. Academic Conversation
3. Preview vocabulary
4. Read [Seven Habits TEXT](https://drive.google.com/file/d/1D8RYneM1yAZibDx8gfg04Ps8KaOreSjp/view?usp=sharing)
5. [7 Habits Group Worksheet](https://drive.google.com/file/d/1H40kQm6xVbq0qs0LlByChfbMz9AQQXKT/view?usp=sharing): groups discuss adjectives and idioms
6. [7 Habits Self-Rating & Goal Setting Form](https://drive.google.com/file/d/1f4zCdkJV7I9Fig9Le2gnW1RT9zu_wn9d/view?usp=sharing) self-assess & set a goal
7. [7 Habits Classroom Bi-Weekly Goal POSTER](https://drive.google.com/file/d/1kVh_kc9GLRkWm8XfVLOEZDKCJKY-R3hn/view?usp=sharing). set a classroom goal
8. Extension: Read [Effective Habit Change TEXT](https://drive.google.com/file/d/1tjfEIRiv8WYLqnW8RGFUfOifZbpX4m2O/view?usp=sharing) and summarize

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| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** |
| G.1 EXPLAIN by describing behaviors, attitudes and academic practices leading to success in school and life (college and career). G.2 DISCUSS by identifying /elaborating on aspects of personal goal setting and achieving. | **History & Social Science Framework Gr. 8-12** Concepts & Skills 14. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are thosebenefits that are given up once one alternative is chosen. (E) **Literacy Standard:**SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades *9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively. **Social Emotional Learning Standards:****Standard SEL 3:** The student will demonstrate self-efficacy (confidence/competence).**Standard SEL 4:** The student will demonstrate impulse control and stress management.**Standard SEL 10:** The student will demonstrate the ability to seek help and offer help.**Standard SEL 12:** The student will demonstrate the ability to reflect and evaluate the results of his or her actions and decisions. |
| **Language Objective** | **Essential Questions Addressed in the Lesson** |
| Discuss about the 7 habits of highly successful high school students adjectives. |  Q 4. What are the benefits of graduating from High School and earning the Seal of Biliteracy? |
| **Assessment** |
| Formative Assessment : students individually self-assess and set a goal regarding the 7 habits |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
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| **Instructional Tips/Strategies/Suggestions for Teacher** |
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| ***Register:**** *Students may be unfamiliar with the distinct characteristics of academic conversations in contrast to social conversations.*
* *Students might be unfamiliar with the language of goal setting*

***Genre/text type:**** *Personal and academic goal setting may be a new concept for ELs.*
* *Goal setting may not be a new concept, but it may be difficult to discriminate between the different areas****.***

***Topic:**** *Some students may be unfamiliar with topics related to socio-emotional learning.*

***Task/situation:*** * *Some students may not be familiar with creating and monitoring their own goals.*

***Identity/social roles:**** *Students may have different cultural background knowledge about what is appropriate in terms of behavior and attitudes.*
* *Students from some cultural backgrounds may be new to the idea that , in our schools, students are encouraged to have their own dreams and goals apart from their parents or teachers.*
 |
| **Anticipated Student Preconceptions/Misconceptions** |
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| **THE LESSON IN ACTION** |
| **Lesson Opening** |
| * ACTIVATOR: On chart paper, create a 3-column chart with the headings: What is a habit?, Examples of Good habits, and Examples of Bad Habits.
* In small groups, students brainstorm responses for each column, write them on sticky notes and place them in the appropriate column.
* At the end, 3 volunteers come up and read aloud to the class the collective responses.
* The teacher clarifies the concept of habit, explains that habits can have a tremendous effect in our lives, and that studies have shown that highly effective high school students have in common the same good habits. If you cultivate these habits, you will be a much more effective student.
 |
| **During the Lesson** |
| * + - Connecting across lessons - Academic Conversation: Regroup students to discuss the prompt: “Collaborate to generate examples of how habits interfere with goals.” Change partners 2 more times, so students converse with 3 different partners in succession.
		- Preview vocabulary highlighted in the text. Then, read aloud and clarify the one page text: [Seven Habits TEXT](https://drive.google.com/file/d/1D8RYneM1yAZibDx8gfg04Ps8KaOreSjp/view?usp=sharing)
		- Group work: In groups of 3 or 4, students discuss adjectives and idioms related to each habit, and add to the first column in the [7 Habits Group Worksheet](https://drive.google.com/file/d/1H40kQm6xVbq0qs0LlByChfbMz9AQQXKT/view?usp=sharing). Teacher circulates to clarify and offer support.
		- Print, set up and laminate the [7 Habits Classroom Bi-Weekly Goal POSTER](https://drive.google.com/file/d/1kVh_kc9GLRkWm8XfVLOEZDKCJKY-R3hn/view?usp=sharing). Explain that every 2 weeks, starting today, we will select one of the 7 habits and set a classroom goal. Using classroom discussion, select 1 goal and mark it with a star in front of it. Then, brainstorm action steps and ask students to write them in sticky notes and place them on the poster, in front of the selected habit.
 |
| **Lesson Closing** |
| * + - Formative Assessment : students individually self-assess and set a goal using the [7 Habits Self-Rating & Goal Setting Form](https://drive.google.com/file/d/1f4zCdkJV7I9Fig9Le2gnW1RT9zu_wn9d/view?usp=sharing) .
		- Extension: Read [Effective Habit Change TEXT](https://drive.google.com/file/d/1tjfEIRiv8WYLqnW8RGFUfOifZbpX4m2O/view?usp=sharing) and summarize it using a Main Idea/Supporting Details outline for each paragraph.
 |

Lesson 9 Resources

[Seven Habits TEXT](https://drive.google.com/file/d/1D8RYneM1yAZibDx8gfg04Ps8KaOreSjp/view?usp=sharing)

[7 Habits Group Worksheet](https://drive.google.com/file/d/1H40kQm6xVbq0qs0LlByChfbMz9AQQXKT/view?usp=sharing)

[7 Habits Self-Rating & Goal Setting Form](https://drive.google.com/file/d/1f4zCdkJV7I9Fig9Le2gnW1RT9zu_wn9d/view?usp=sharing)

[7 Habits Classroom Bi-Weekly Goal POSTER](https://drive.google.com/file/d/1kVh_kc9GLRkWm8XfVLOEZDKCJKY-R3hn/view?usp=sharing)

Optional extension: [Effective Habit Change TEXT](https://drive.google.com/file/d/1tjfEIRiv8WYLqnW8RGFUfOifZbpX4m2O/view?usp=sharing)

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| **Lesson 10****Day 17-18** | **CEPA (Summative Assessment)** | **Estimated Time: 2 class periods** |

**Brief overview of lesson:**

1. Uncoached writing (Pre-test): “Set goals for your English development and for you as a student”.
2. Uncoached speaking (Pre-test) “What are your goals for your life and how will you get there?” (Google Voice)
3. Introduce GRASP
4. Exemplar & rubric
5. Students work on and submit GRASP
6. AFTER GRADING:
	1. Share with 2 (clock buddies)
	2. Compare Post-Test and CEPA to their uncoached writing and speaking from lesson 1

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| **THE LESSON IN ACTION - ELD 1-2** |
| **Lesson Opening** |
| * + - Students will produce an uncoached piece of writing: “Set goals for your English development and for you as a student” (HANDOUT - to be scored using WIDA Writing Interpretive Rubric). This is a pre-test that will be compared to a post-test at the end of this unit. It also functions as an activator for students to tap on prior knowledge.

 * + - Additionally, using Google voice or a similar app, administer an uncoached speaking pre-test with the prompt, “What are your goals for your life and how will you get there?” Project prompt or write it on the board AND on Google Classroom; record and score using WIDA Speaking Interpretive Rubric. This test will be repeated at the end of the unit as well for comparison and growth monitoring.
 |
| **During the Lesson** |
| * + - Teacher will explain the GRASP below:
			* **G**oal—set goals for behavior, attitudes and ELD and explain their rationale.
			* **R**ole—Life Coach client.
			* **A**udience—Life Coach.
			* **S**ituation—You had a set of sessions with a life coach and now you have created a plan and you are presenting it to your life coach and explaining the rationale behind it.
			* **P**roduct performance and purpose—A plan using a wheel with categories and action steps.
		- Teacher will share an exemplar and share/explain the rubric
		- Students will have access to their course materials, including graded formative assessments, posters, and word wall.
		- After submitting their GRASP, students will share it to a few peers - clock buddies
 |
| **Lesson Closing** |
| * + - AFTER GRADING: Compare Post-Test and CEPA to their uncoached writing and speaking from lesson 1
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| **THE LESSON IN ACTION- ELD 3-5** |
| **Lesson Opening** |
| * + - Students will produce an uncoached piece of writing: “Set goals for your English development and for you as a student” (HANDOUT - to be scored using WIDA Writing Interpretive Rubric). This is a pre-test that will be compared to a post-test at the end of this unit. It also functions as an activator for students to tap on prior knowledge.

 * + - Additionally, using Google voice or a similar app, administer an uncoached speaking pre-test with the prompt, “What are your goals for your life and how will you get there?” Project prompt or write it on the board AND on Google Classroom; record and score using WIDA Speaking Interpretive Rubric. This test will be repeated at the end of the unit as well for comparison and growth monitoring.
 |
| **During the Lesson** |
| * + - Teacher will explain the GRASP below:
			* **G**oal—Write a 5 paragraph essay explaining how your traits, attitudes, and skills qualify you as the best candidate for a job.
			* **R**ole—Life Coach client.
			* **A**udience—Life Coach.
			* **S**ituation— You read a job posting and use the list of qualifications and responsibilities to write a cover letter explaining that you are a qualified candidate for the job .
			* **P**roduct performance and purpose—A 5 paragraph essay in a cover letter format.
		- Teacher will share an exemplar and share/explain the rubric
		- Students will have access to their course materials, including graded formative assessments, posters, and word wall.
 |
| **Lesson Closing** |
| * + - AFTER GRADING: Compare Post-Test and CEPA to their uncoached writing and speaking from lesson 1
 |

Lesson 10 Resources

Post Test Writing

Exemplar

Rubric

ESL UNIT: #Goals - Lesson 10 - Post-Test - Writing

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Set goals for your English development and for you as a student. Describe your goals, explain why you selected them and how you will reach them.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_