Description

A. Create and submit an original unit plan that integrates instruction in academic content, writing, and speaking.

1. Include the following general information:

• content area

• duration of the unit (suggested duration of 2 instructional weeks)

• grade level and language proficiency

2. Include the following standards and objectives:

• content-area standards

• English language proficiency standards (e.g., TESOL, WIDA)

• unit objectives, complete with one behavior, one condition, and one measurable criterion for each objective

3. Include the following in your overall unit planning:

• connections to previous learning

• key vocabulary or academic language that will be taught

• materials that will be used

• nonlinguistic support for learning

4. Include activities that will support student learning in the following areas:

• content-area learning

• writing skills development

• speaking skills development

5. Include strategies for each of the following purposes to make instruction relevant and accessible:

• differentiate instruction

• connect academic content to students’ home culture or life experience outside the classroom

6. Describe each of the following formal and informal assessments in the unit plan:

• one or more assessments that measure speaking skills

• one or more assessments that measure writing skills

• one or more assessments that measure content-area learning

• one pre-assessment used in the unit

a. Explain how each of the assessments in part A6 will effectively measure student growth and learning.

b. Explain how you plan to use the results of the unit pre-assessment from part A6 to inform your instruction.

B. Create and submit an original lesson plan to teach academic content with an emphasis on speaking skills to a group of ELs. As part of the lesson plan, you must do the following:

1. Identify the intended grade and language proficiency level of the students.

2. Provide the appropriate state or national English language proficiency standards and content-area standards to be addressed by the lesson.

3. Create one content objective and one language objective that align with the standards in part B2. Each objective should include the following parts:

• behavior

• condition

• measurable criterion

4. Explain how the lesson materials or resources in the lesson plan help students develop speaking skills or support learning in the academic content area.

5. Include one activity that lowers students’ affective filter.

a. Explain how the activity lowers students’ affective filter.

6. Include one activity that supports the development of academic language.

a. Explain how the activity supports the development of academic language.

7. Include one activity that connects the academic content to students’ home culture or life experience outside the classroom.

a. Explain how the activity connects the academic content to students’ home culture or life experience outside the classroom.

8. Describe one or more strategies you will use to differentiate the lesson to meet different student needs, identifying the needs met by each strategy.

9. Create one original performance-based assessment that measures speaking skills.

a. Explain how you plan to use the results of the assessment to inform instruction of subsequent lessons.

C. Acknowledge sources, using in-text citations and references, for content that is quoted, paraphrased, or summarized.

D. Demonstrate professional communication in the content and presentation of your submission.

My original attempt is attached as NNA1 Task 2(2). My professors comments on my work are attached as Task 2 Comments.