Lesson Information and Activities	SI Strand(s)

Lesson Title: Social Norming: What is society telling us about ourselves?

Content Area: Ethnic Studies II   **Grade Level(s):** 10

Unit Description: This series of lessons was designed to develop 10th graders' understanding and critical thinking around the function of norms, stereotypes, and privilege in society. Lessons address key questions such as: What is our society telling us about ourselves? How does the world around us (media, school, religion, friends, family) make it okay to oppress certain aspects of society? What can we do to begin to make a change within these social norms? Oral, written, and visual scaffolding is provided to support ELs in the classroom throughout the lessons. EL students are repeatedly provided with the opportunity to use their Spanish language and draw upon their own experiences.

Length of lesson: 3 weeks   **Number of ELs:**

Proficiency Levels						
ELs (numbers and/or names)						

Program Model:

Other relevant student information: English and Spanish are the only two known spoken languages in the classroom; all ELs are Spanish-speakers.

Standards and Objectives

	Language Objectives	English language proficiency standards	
1	SWBAT research and define the meanings of new vocabulary words in English, as well as their Spanish equivalents.	ELP 9-12.5: An English Language Learner can conduct research and evaluate and communicate findings to answer questions or solve problems. ELP 9-12.8: An English Language Learner can determine the meaning of words and phrases in oral presentations and literary and informational text.	Define
2	SWBAT discuss new vocabulary terms in the context of their own experiences.	ELP 9-12.2: An English Language Learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	
3	SWBAT write unit vocabulary notes and use them to create a classroom word wall.		

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	Content Objectives	Content Standards	
1	SWBAT research, discuss, and write about the different institutions within our society that are responsible for norming.	CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	
2	SWBAT define norming within our society and provide a concrete example that impacted their lives.	CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	
3	SWBAT research a specific segment in society that is responsible for norming and provide evidence of how the aspect of society plays a role in norming.	CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	

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Incorporating all four language domains

Identify how the language demands of the tasks are related to each language domain.

<div style="text-align:right">Apply</div>

	Written	Oral
Receptive	Reading Students will read sentences that include the new unit vocabulary words. Students will research definitions for words and search for textual evidence. At the end of the lesson, students will be able to conduct research in response to a prompt on norming. Students will take weekly reading and writing quizzes testing their comprehension skills.	Listening Students will listen to the teacher's examples of vocabulary usage. Students will work in small groups to complete their vocabulary notes. Students will review the vocabulary and definitions from the previous day as a class.
Productive	Writing Students will write responses to Bell Work questions. Students will utilize the "Cornell notes" style of notetaking while engaging with the unit vocabulary. Students will write down their own sentences and definitions, creating collective word walls. Students will produce written work for their weekly quizzes reading and writing quizzes. At the end of the lesson, students will be able to write a research-based paper on norming.	Speaking Students will participate in class discussions about vocabulary. Students will work in small groups to complete their vocabulary notes. Students will compare and contrast their vocabulary notes/favorite words with each other.

Key language for students (words and phrases, grammatical structures, sentence types, structure and amount of speech/text, organization of ideas, genre, etc.)

<div style="text-align:right">Modify</div>

General academic language	Language specific to the content area
Infer, Cornell notes, content-relevant, evidence, institution, "concrete example," factor, research paper	Norms/norming, conscious, sub-conscious, stereotype, pigeon-hole, hidden curriculum, society, gender/race role, privilege

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Key characteristics of teacher talk (ways to make the content comprehensible for all students, ways to model key language, etc.) I will model how students will search for vocab words in English as well as the Spanish equivalents and use both written and visual representations to display words. I will be traveling throughout the room checking in and helping students when needed.	Modify
How the lesson will incorporate bilingualism/students' native languages as resources Students will be encouraged to work in their native language when necessary with their peers. Students will be able to create definitions for unit vocabulary words in both English and Spanish. Additionally, students will create word walls in both English and Spanish.	Cultivate Modify

Materials and Texts

Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)
Ten Steps to Advancing College Reading Skills	Textbook (Teacher material)		This text will serve as weekly formative assessments to keep students on track and check their progress in reading comprehension and writing.

Supplementary Materials and Realia

Student-generated word walls

Dictionaries

Computers

Teacher-generated example sentences contextualizing vocabulary

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Estimated Time: 45 minutes

Language Domains: ✓Reading ✓Writing ☐Listening ✓Speaking

Grouping:

✓ Independent Work ☐ Pair ✓Small Group ✓Whole class

Reason for grouping:

☐ First language ✓ English proficiency ☐ Reading level ✓ Content understanding ☐ Interest ☐ Other:

Preview: *Connections to past learning or the larger unit sequence*

Provide the students with 3 of their vocabulary words in sentences and have them infer the meaning of each vocab word.

Presentation: *Primary activity steps associated with lesson implementation*
Differentiation, scaffolding, modifications, strategies employed, interaction activities, materials integrated that function to shelter language and content for the EL students

WE DO:

Introduce the vocab for the unit. We will review the bell work and see how close students' understandings of the vocab are to the correct definition of the words.

Following this, students will engage in "Cornell notes" covering the vocab of the unit. I will model how students will get the vocab word in English as well as the Spanish equivalent.

After students have taken down the word (in the left margin) and the definition (in the right margin), we will then create a content relevant sentence using the word, then we will create a small visual representation of the word as well as a definition in our own words. Students that need or want to will be able to create their definition in English or in Spanish (Spanish is the only other language spoken within my class). Students will have access to technology for translation as well as digital dictionaries to look up their definition after we have worked through the first couple of words.

YOU DO: Students will work independently or in small groups to complete their vocabulary notes for the unit. I will be traveling throughout the room checking in and helping students when needed. I encourage my students to work in their native language if necessary.

Assessment: *activities for formal and summative assessment during and after primary lesson activities*

I will be checking students' notes to make sure that they completed the vocab assignment for the day.

SI Strand(s) column:
Define

Modify

Apply

Estimated Time: 1 hour

Language Domains: ✓Reading ✓Writing ☐Listening ✓Speaking

Grouping:

✓ Independent Work ☐ Pair ✓Small Group ✓Whole class

Lesson Information and Activities	SI Strand(s)
Reason for grouping: ☐ First language ✓ English proficiency ☐ Reading level ✓ Content understanding ☐ Interest ☐ Other:	
Preview: *Connections to past learning or the larger unit sequence* Students will get out their vocab notes from the previous day and pick which word is their favorite and compare and contrast the visual representation of their words to determine what pictures we will use to create our word wall.	Apply
Presentation: *Primary activity steps associated with lesson implementation* *Differentiation, scaffolding, modifications, strategies employed, interaction activities, materials integrated that function to shelter language and content for the EL students* **WE DO:** We will discuss these questions as a class: 1. Where do you believe you learn the most? 2. What factor do you think is most responsible for making you the human that you are today? What is an institution? What is norming?	Apply
Then, as a class, we will briefly review our vocab and definitions from the previous day.	Define
After making sure we are all in accord, we will begin to create word wall definition for our vocab on large pieces of construction paper. The word wall definitions will include the word, definition, as well as the visual representation. We will be creating an English word wall as well as a Spanish word wall that will include all the same features and the English. **YOU DO:** Timed writings around the role of institutions and norming: Exit ticket: 1. What is norming? Provide two examples of norms in society. 2. What is an institution? Provide two examples of institutions within our society. **Assessment**: *activities for formal and summative assessment during and after primary lesson activities* I will evaluate students' understanding of the vocabulary during the class discussion and check in with any students who seemed to be struggling while students work on their word wall definitions. Students will begin to hang up their pieces of the word wall. In the last 10 minutes, students will respond to the two questions with short responses that I will collect and evaluate.	Modify
Overall Assessment: *Activities for formative and summative assessment during and after primary lesson activities. How does assessment account for the language demands embedded in core content for ELs?* Formative assessments are conducted on a weekly basis to monitor students' progress in writing and reading comprehension. ELs are provided with various forms of scaffolding throughout the lessons and opportunities to use their Spanish in achieving a thorough understanding of the unit vocabulary. These forms of scaffolding should support ELs while working on their research paper about norms/norming, the summative assessment for the unit.	Apply Modify

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How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson? Suggestion: students could be asked to brainstorm norms that are present in their families or communities, comparing and contrasting those norms with those in greater American society.	Cultivate

Lesson Plan
Template

Education Connections' Four Strands of Sheltered Instruction

Sheltered Instruction is an approach that makes academic content, as well as language development, more accessible for EL students. The Education Connections activities are based on **Four Strands** of Sheltered Instruction. They are: Define, Modify, Cultivate, Apply.

Define

- Develop, define, refine, communicate, and assess *content objectives* for every lesson
- Develop, define, refine, communicate, and assess *language objectives* for every lesson
- Ensure objectives derive from, and are aligned with, English language proficiency (ELP), as well as content standards

Modify

- Differentiate instruction through lesson adaptation and instructional modifications
- Scaffold instruction in response to students' individualized language and content learning needs
- Identify the language demands and domains embedded in lessons and explicitly address language use and needs for both teaching and learning

Cultivate

- Explicitly identify and acknowledge the cultural competence, human capital, knowledge, experiences, and resources students bring to the classroom
- Invite parental and/or familial involvement in the school and classroom and make connections that extend beyond the core curriculum
- Support native language maintenance, additive bilingualism, and biliteracy development

Apply

- Directly promote language use through interaction with peers, teachers, as well as the core content
- Encourage and facilitate language use in both English, as well as students' home languages
- Develop and implement activities that require use of all four language domains