### Unit Overview

<table>
<thead>
<tr>
<th>Content Area:</th>
<th>English as a Second Language</th>
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<tbody>
<tr>
<td><strong>Unit Title:</strong></td>
<td>The Immigrant Experience</td>
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<tr>
<td><strong>Program Model:</strong></td>
<td>Proficiency level; Class period - 45 minutes</td>
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<tr>
<td><strong>Target Proficiency Level:</strong></td>
<td>Level 2 Beginning to Level 3 Developing</td>
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#### Unit Summary:

In “The Immigrant Experience,” students explore their personal and their peers’ perspectives on immigration using a range of culturally authentic learning materials, such as magazine articles, websites, graphs, and photographs. Through a series of scaffolded learning activities, they strengthen their listening, speaking, reading, and writing skills. As they do, they reflect on their own immigration experience, develop materials that promote multicultural awareness, close the social gap, increase communication skills, and develop research skills.

#### Interdisciplinary Connections:

Language Arts, Social Studies and Technology

#### 21st Century Themes:

Global Awareness and Civic Literacy

### Unit Rationale:

Developing awareness of immigration and understanding others’ perspectives is an important factor in preparing today’s youth for success in life and in developing career skills for the 21st century. By connecting self to text, students are motivated to share their personal experiences orally and in writing. Students will have an opportunity to critically reflect upon their own immigration experience and to compare their experiences with other English speakers.

### Learning Targets

<table>
<thead>
<tr>
<th>WIDA</th>
<th><strong>English Language Proficiency Standards</strong></th>
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<tbody>
<tr>
<td>ELP Standard 1</td>
<td>English language learners communicate for <strong>Social</strong> and <strong>Instructional</strong> purposes within the school setting.</td>
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<tr>
<td>ELP Standard 2</td>
<td>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <strong>Language Arts</strong>.</td>
</tr>
<tr>
<td>ELP Standard 5</td>
<td>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <strong>Social Studies</strong>.</td>
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### Language Domains:

Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing.

#### 2010 Common Core Standards

**English Language Arts**

**Writing Standards for Literacy in History, Science and Technical Subjects**

**Text types and purposes 9-10.2 11-12.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
2009 NJCCCS  |  Social Studies
---|---
U.S. History: 6.1 | America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

| Strand D | Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation. |

**Related Cultural Content Statements**
- Immigration is a vital part of America’s past and present history.
- Different cultures have differing views on present day immigration.
- Reasons for immigration may vary across cultures.
- Each immigrant’s personal experience is unique to his or her reality.
- Every English Language Learner is part of the American experience.

**Unit Essential Question**
What language do students need in order to demonstrate comprehension and engage in the topic of immigration?

**Unit Enduring Understandings**
- Listening, speaking, reading, and writing about the immigrant experience require specific academic language.
- The immigrant experience connects everyone in the United States.
- The immigrant experience connects everyone in the world.

**About the Development of “The Immigrant Experience”**
The development of this unit was inspired by our English Language Learners (ELLs) and the divide that often occurs between our ELLs and their English speaking peers. We wanted our ELLs to understand that their immigration experiences are an important part of our society, and that other English speakers may have a history of immigration in their families as well. It is important for our ELLs to feel that they are an integral part of American society and history. Brenda Avila and Caia Schlessinger would like to personally thank History teacher Julie Brady, of West Orange High School, for providing us with some of the resources and ideas that we used to develop this unit.

**Evidence of Learning**

**Summative Assessment:**
A Power Point presentation Photo Essay comparing and contrasting the students’ immigrant experiences with an English speaker’s immigrant experience, and emphasizing what they have learned as a result of this unit.

**Equipment needed:** Student computers (with multi-media production tools such as Photo Story or Power Point and Internet), and digital cameras.

**Teacher Resources:** Rubric to grade Photo Essay – summative assessment

**Unit Learning Target:**
Students will compare and contrast their immigrant experience with others’ immigrant
experiences by creating a photo essay using narrative writing and graphics and presenting their findings to the class.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>Lesson 1 Introduction to the American Immigrant Experience</td>
<td>2 days</td>
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<tr>
<td>Lesson 2 Timeline of the American Immigration Experience</td>
<td>2 days</td>
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<tr>
<td>Lesson 3 Coming to America</td>
<td>2 days</td>
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<tr>
<td>Lesson 4 Interview Preparation</td>
<td>2 days</td>
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<tr>
<td>Lesson 5 Interview Reflections</td>
<td>2 days</td>
</tr>
<tr>
<td>Lesson 6 Photo Essay</td>
<td>4 days</td>
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**Teacher Note:** These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.

**Curriculum Development Resources:**
WIDA Standards [www.wida.us](http://www.wida.us)
NJCCCS and Common Core Standards [https://www13.state.nj.us/NJCCCS/](https://www13.state.nj.us/NJCCCS/)
The Immigrant Experience as an Instructional Tool Across Content Areas
Brenda Avila, Julie Brady, West Orange Public Schools
[http://www.njtesol-njbe.org/handouts10/default.htm](http://www.njtesol-njbe.org/handouts10/default.htm)