

Theme/Important Question: National Parks - What makes them unique to the US?

What do they reveal about US culture and values? Why are they important? What is conservation and why is it important?

Language: English as a Second Language

Level: Beginning (0-2 years of ESL)

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Background: The program is an International Baccalaureate Middle Years Programme Candidate School with pull-out ESL instruction
Students: 12-14 years old. Native languages include Somali, Spanish, Hmong, French, Mina, Arabic, Chinese, Lao, and Mandinka.

Purpose: This assessment is to be done near the beginning and end of the unit. The interpretive task will be completed near the beginning of the unit while the rest will be closer to the end. My objectives are to assess student ability to describe in English, to converse in English, and to gather information from a written source in English. The assessment and unit are aligned with both ESL standards from WIDA and Minnesota's State Standards (MN ELP Standards at beginning or intermediate level for grades 6-8, standards 1.1, 1.2, 2.1, 2.2, 3.2, 4.2), as well as with standards in the content area of Social Studies (*V. Geography: B. Maps and Globes- The student will use basic terminology describing basic physical and cultural features of continents studied. D. Interconnections- The student will give examples that demonstrate how people are connected to each other and the environment; The student will describe how humans influence the environment and in turn are influenced by it.*) for this grade level.

Prior to the assessment, students will have had discussions about the National Park system as well as about parks in general and have had practice with geographic and descriptive vocabulary.

GOALS/OBJECTIVES:

1. Gain vocabulary to determine and talk about the placement, features and accommodations of different National Parks
2. Understand the connection between national parks and US cultural ideals and conservation
3. Use basic research skills to create an informational brochure about a specific park
4. Share and gain information from classmates through conversation

<p>Mode of Communication</p>	<p>Interpretive Task</p>
<p>Performance Assessment (Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)</p> <p>Where in the unit does this fit best?</p>	<p>http://carlaassessmentinstitute.pbworks.com/Iman%27s-Lesson</p> <p>Using the link above, students will be assigned one of the Voicethread photo shows to comment on. The students can leave written or oral comments on the Voicethread (I will leave this open since I am still not sure of the level of the students I am working with). The students will look at the pictures and tell me 1) where they think the national park is in the United states (east, west, north, south, central), 2) what some of the defining features of the park (lots of water? lots of trees? mountains?), 3) the kinds of animals you might see, 4) what the weather might be like and if it changes (do you see snow?), and 5) what people can (and cannot) do if they go to the park (ie. They can bike, but they cannot drive a car). I will be looking for good inferences based on the pictures. The students should leave a comment on 9 pictures (since some of the Voicethreads have more).</p> <p>This assessment will be in the beginning of the unit. We will have spent some time discussing US geography and geographic features (to get terms like East, West, South, North, Central) and about things people do outside (hike, camp, boat, bike, etc). This way, students will have a somewhat developed vocabulary for talking about images such as these.</p>

RUBRIC or Criteria for Interpretive Task

TASK: Interpretive task- Comment on Voicethread Images of National Parks

Checklist:

- Comments on 9 of the pictures in the Voicethread you are assigned (2 pts for each picture)
- Comments make sense based on the pictures (2 pts for each picture)
- All 5 criteria for comments are included for each picture (5pts for each picture):
 - 1) Where it is
 - 2) features
 - 3) animals
 - 4) weather
 - 5) what can and can't be done in this park

Assessment Task 2

<i>Mode of Communication</i>	Presentational task
<p><i>Performance Assessment</i></p> <p>Where in the unit does this fit best?</p>	<p>Students will design a brochure for a park from the National Park Service website (www.nps.gov). They will choose a state from the drop down side bar, and then a park within that state (highlighted in green on a map of the state). The brochures will be simple, but must include a map, 3 pictures (at least), where the park is located, when would be a good time to visit, how you get around in the park, and at least interesting things to do and see (see non-negotiables).</p> <p>This will be done in the middle of the unit. By this time, students will have the vocabulary and structures needed to create the brochure. Creating the brochure will likely take several days. This brochure will serve as the basis for the interpersonal task that will conclude the unit.</p>

RUBRIC Presentational Assessment: National Park Brochure

Non-negotiables:

- Turned in on time.
- Includes 3 pictures
- Includes park map
- Includes where it is, when to go, how to get around, and 3 things to do/see.

Criteria*	Approaching expectations	Meets expectations	Exceeds expectations
Organization	Includes some of the required components or components are incomplete, no clear cover page, and two following pages contain unclear presentation of information.	Includes all the required components with a cover page, and two following pages where information is presented in a clear manner.	Includes all the required components with a cover page, and two following pages where information is presented in a clear manner and makes use of graphic dividers and headings between information.
Content	The brochure does not fully represent the park described. The content reflects minimal understanding of the information from the park site. Description does not match actual information.	The brochure adequately represents the park and its features. Content reflects a limited understanding and interpretation of the information from the park site.	The brochure is an excellent representation of the park and its features. Content reflects complete understanding and interpretation of information from park site.
Language Use	Weak control of language features, minimal vocabulary use, difficult to understand.	Good control of language features, limited but appropriate vocabulary use, meaning is communicated most of the time.	Excellent control of language features, excellent and appropriate use of vocabulary, meaning is successfully communicated.
Creativity	The brochure shows minimal thought to design and placement of pictures and information. Presentation is not unified.	The brochure shows some thought to design and placement of pictures and information. Presentation is somewhat unified.	The brochure shows thought to design and placement of pictures and information. Presentation looks unified.

RUBRIC or Criteria for Assessment Task 3

TASK: Interpersonal- Sharing brochures

Non-negotiables:

- Brochure is completed before presentation
- Student converses with 3 other students
- One conversation is recorded at computer station
- Conversation is a minimum of 3 minutes
- Reflection of which park you would go to and why turned in after the 3 conversations

Criteria*	Approaching expectations	Meets expectations	Exceeds expectations
Communication	Responds to questions and asks simple questions.	Maintains conversation, asks and answers questions.	Maintains conversation, asks and answers questions, expands on topic as appropriate.
Content	Demonstrates limited knowledge of particular park and occasionally strays from topic.	Demonstrates adequate knowledge of particular park and remains on topic.	Demonstrates excellent knowledge of particular park and remains on topic.
Comprehensibility	Comprehension is often hindered by errors in language and pronunciation. Minimal use of clarification strategies.	Language and pronunciation are mostly correct, though some errors interfere with comprehension. Uses clarification strategies when partner is not understood sometimes.	Language and pronunciation are generally correct and errors do not interfere with comprehension. Always uses clarification strategies when partner is not understood.
Culture	Reference to cultural perspectives inaccurate or not attempted. Language and pragmatics are seldom appropriate.	Attempts to reference to cultural perspectives within topic, mostly uses culturally appropriate language and pragmatics.	Successfully identifies cultural perspectives within topic, culturally appropriate language and pragmatics.

The instructional and formative assessment components of the unit

Functions	Structures	Vocabulary	Materials/Resources
<p>(Asking questions, telling time, describing, telling likes and dislikes, narrate; etc.)</p> <ul style="list-style-type: none"> - Asking questions - Describing - Engage in conversation - Identify important information in a text - Writing to inform 	<p>Verbs, adjectives, adverbs</p> <ul style="list-style-type: none"> - Can/Can't (cannot) - is - Do/do not - Descriptors (tall, beautiful, smooth, hot, cold, dry, wet, etc.) 	<p>What are the essential words needed?</p> <ul style="list-style-type: none"> -Geographic terms (east, west... etc.) - Words to describe activities - Words to describe natural features and weather <p>What are additional words that are nice to know?</p> <ul style="list-style-type: none"> -Words relating to conservation -Animal names 	<p>Pictures, stories, online resources, videos, games</p> <ul style="list-style-type: none"> -www.nps.gov (National Parks Website; students will search for a state and click on a park within the state to research for their brochure). -http://carlaassessmentinstitute.pbworks.com/Iman%27s-Lesson -Possible use of the new movie about the national parks: "National Parks: America's Best Idea" By Ken Burns.

Preparing for (Interpersonal/Presentational/Interpretive) Assessment

	Learning Activities: Description
Beginning	<p>To prepare students for describing a park scene for the interpretive task as well as for drawing inferences, we will discuss US geography, climate, and possible activities that people can do in different places.</p> <p>To teach the vocabulary, a powerpoint of images can be compiled that represent key vocabulary words (ie- a river, hot arid environment, cold environment, a map of the US to talk about geographic regions) . When showing the powerpoint, students come up with the language to describe plus the teacher can work in new words. When new words are introduced, it is important not only to connect them to the image, but also to students. Teacher can ask questions about students' lives which will help connect the vocabulary to what they know and reinforce it.</p> <p>We will also begin our discussion of the National Park System and the Minneapolis Park system. To do this, we will start by reading about the history of Minneapolis Parks- specifically Theodore Wirth Park (right outside our building). Then we will move to the larger scale to read and discuss the advent of the National Park System.</p> <p>We will practice describing and using sentences using ___ do ___, ___ is found ___, ___ can ___, ___ can be ___, and ___ is ___.</p>
Middle	<p>We will continue to explore the concept of parks as a unique cultural aspect of the US. We will look at the parks in Minnesota and practice using park maps. We will begin to talk about the concept of conservation.</p> <p>We will continue using the vocabulary developed in the beginning as well as the structures needed for describing and telling what people can and cannot do.</p>

End	By the end of the unit, students will have the tools to create their own brochure about a park. They will also have the language necessary to talk extemporaneously about their park to other students. They will end the unit with two reflections, one about the conversations they had with other students that tells their choice of park to visit based on what their classmates said. The other will be a reflection about the importance of conservation and their thoughts on the national and local park systems and their impact on US society and culture.
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