



***English Language Learners:  
Acculturation through Language and Values***

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Martin Luther King Jr. M.S.

This curriculum unit is recommended for: 8<sup>th</sup> Grade Co-taught and Newcomers  
English as a Second Language/English Language Arts Classes

**Keywords:** Language, Music, Sports, Diversity, Democracy, Bilingual, Values, Sacred, Culture, Assimilation, Acculturation

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** Eighth-grade English language learners will improve upon the four domains of the language learning process: listening, speaking, reading, and writing, while learning to acculturate their home culture with the larger American culture. They will be able to utilize background knowledge of their own cultural values in order to compare and contrast them to values considered sacred in the United States. This will simultaneously allow them to utilize language skills in their first language as they develop language functions using their second language.

*I plan to teach this unit during the coming year to 15 students in an 8<sup>th</sup> grade Newcomers ESL course.*

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## Introduction

Learning a second, third, or however many languages you choose to learn beyond your first language (L1) requires learning something about the cultural aspects and the values of the speakers of those languages. Today, a large number of languages are spoken in more than one nation, due to migration and colonization, and have been modified to express the sociocultural differences from nation to nation. For example, someone learning English in the United Kingdom will learn a different history and cultural aspect of the language than someone learning it in the United States of America. As second language teachers, we are taught to be mindful of the sociocultural aspects of language as well as the fact that you cannot avoid these aspects when teaching academic language. This is true because language at its core is a means of communication, which is done socially. We must be able to see language for what it is, a tool of communication with sociocultural importance, and understand the role it plays in the many social aspects of our day-to-day lives.

## Rationale

Students migrating to the United States from countries that speak a language other than English (LOTE) will have to experience these sociocultural changes. For middle school students, this experience will come with an added level of difficulty. The fact is they are at an age when they will be experience numerous changes. Expecting them to assimilate to a new country, new school, new language, new culture, while discovering their own identities is a lot to ask of a fourteen-year-old. This is why a more realistic approach would be acculturation where are able to take from their own culture and language to help them better understand and learn the second. In order for these students to develop full comprehension and native-like fluency they must understand the connotations of the language. This is accomplished by understanding the cultural and sacred values of the society to which they are acculturating.

When we teach language as a content, we focus on morphology, phonology, semantics, and syntax. We then move on to language functions and language arts. What we tend to forget is that language is not taught solely within the content area of language. All content area are in essence language education. A student must learn the language of Science, of Mathematics, of History, of any other elective or field they wish to pursue. As such, we must teach them to recognize the shared language function and academic language utilized from content area to content area. They must also be able to use language outside of the classroom in a casual as well as in a professional construct in order to communicate with the larger society.

## Demographics

Martin Luther King Jr. Middle School is located in the Hidden Valley neighborhood of Charlotte, North Carolina. In the past, Martin Luther King Jr. M.S. had a predominantly African American student demographic. However, those numbers are constantly changing. Now, Hispanics or students of Spanish descent are the majority. Hispanic students make up about fifty-one percent of the student population. African American students are about forty-two percent of student population. Asians, Caucasians, and students with two or more races make up the other seven percent. In terms of gender, the percentage fifty-percent male and forty-seven percent

female. Martin Luther King Jr. M.S. is also a Title 1 school with ninety-nine percent of the student population being from low-income families.

Another important factor to take note of in regards to student demographic is the number of second language learners at Martin Luther King Jr. Middle School. Currently, about one-third of the student population is English language learners (ELLs). This includes students who are new to the country, students who have been in the United States since elementary, and those who were born in the United States but speak a language other than English at home.

## Objectives

The goal of this unit is to prepare first and second year English Language Learners for the WIDA Access assessment by working within the WIDA Language Development Standards.

This curriculum will address these objectives through a series of daily lesson plans whose foci will be a weekly theme. The first of which is Language as Content, followed by the Language of Sports, the Language of Music, the Language of Diversity, and finally the language of Democracy. Students will be able to understand how each of these themes hold a certain sacred value within American culture and be able to compare and contrast them to the value attributed to each within their own culture. Students will have to opportunity to read information on each topic, listen to other share their own experiences, speak about, and write on each topic from their own perspectives. Weekly vocabulary and reading quizzes will be conducted to assess comprehension. The culminating assignment at the end of the five-week unit will be a digital magazine.

## Content Research

### Language as Content

It is very important to consider the metacognitive process of a language learner as they attempt to learn a second or third language. An instructor must also consider how culture and language are interconnected. While we may be able to develop artificial language for specific purpose and utilized them for intercultural communication because they are politically correct and offensive to none, we cannot feel or think deeply in artificial languages. <sup>1</sup> Artificial languages are not native to none and thus do not come naturally to none. They also do not incorporate our sacred values, which will only make acculturating to their new country very difficult for language learners.

As such, it is important that students have the opportunity to see how language goes beyond morphology, phonology, semantics, and syntax. We do not think in language, but we wrap our thoughts in our native tongues. As a result, we hold those things that are sacred to our native culture close to us. Migration may affect certain values, beliefs, and points of views, but it will have little to no effect on those that we hold sacred. Still the language learner must find a way to adapt new values, while holding on to the ones the already have. However, in order to truly understand the new language in a way that we are able to have deeper more abstract thoughts in

that language we must first be able to understand what are considered sacred in that culture. The way to accomplish this is by understanding the culture and language of the value.

The teacher will help students identify some of the different sacred values that are held within the larger American culture, and teach them how to identify the language that are used to express these abstract thoughts and ideas. Lessons for week one will focus on different American values as well as the parts of speech and figurative language used discuss these values. The best time to introduce this unit would be the second semester, after newcomers have had time to work on the morphology and phonology of the language. They will still be able to find similarities between their L1 and English with cognates. The teacher should also allow them to utilize their L1 to express themselves when the language function needed has not been developed in English.

During the first week, students will be focusing on the semantics of the English language by defining words like sacred, values, culture, patriot, American, Mexican, Asian, African, religion, government, obsession, belief, society, nation, freedom, etc. They will work on language functions such as analyze, describe, compare, expand, support, persuade, etc., by discussing and writing about different values they currently have and those of their classmates.

### Language of Music

A lot can be discovered about a culture through its music, and American culture is no different. “Music has played an important role in the development and the diffusion of an American identity and molded a typical, and sometimes stereotypical, image of the United States.”<sup>2</sup> In order to help students better understand the language of music and the value it holds within the larger American culture, the teacher will have students listen to different genres of American music, paying close attention to the lyrics, to find connections and reference to the American overall values. Reading articles such as “America in Song” by Rachel Bitoun will help student see how one’s values and devotion to culture has been expressed throughout time and across musical genres. Students will also be able to identify the specific language used to share these values and beliefs and how it will allow them to better understand the overarching theme of American patriotism and values.

Students will compare and contrast the music of their homeland the American music to find similar themes of love, loss, and honor. Likewise, they will listen to and read the lyrics to find themes specific to one genre that may not be found in another. They will also have the opportunity to discuss the importance of music in their own lives, and how it helps them acculturate into American culture while still remain part of their home culture.

During the second week, students will be able to utilize specific language functions such comparing and contrasting different music genres. They will expand upon the importance of music in their lives, especially music in their L1. In addition, they will locate theme and central idea in song lyrics as well as understand the semantics of American music with words such as: Blues, Jazz, Hip-Hop, Rock-n-Roll, Pop, Rhythm and Blues, Soul, Funk, Country, Folk, deep, lyrical, beats, chorus, bridge, rhyme, poetic, singer, songwriter, musician, artist etc. They will also be allowed to share term that are specific to the music of their own culture in order to serve

as the musical expert of their culture music. They will do so by defining and explaining their terms to the class.

### Language of Sports

We know that sports, at its best, can build character and promote the virtues of honesty, respect, selfless teamwork, dedication, and commitment to a greater cause. Sport lessons (good and bad) transcend the playing field, spilling over into the classroom, the business world, and the community, and contribute to shaping the character and culture of America's citizens.<sup>3</sup>

Students will try to understand the American psyche behind the importance of sports in the daily lives of Americans. They will look deeper into the rituals of sporting events and the community these rituals create. In addition, students will be analyze the loyalty to these community by comparing and contrasting they loyalty to similar communities. This will also be accomplished by focusing on the language of sports. Words such as winning, prioritize, dedication, sacrifice, ethics, health, willingness, epidemic, determination, strength, society, entertainment, competition, teamwork, endurance, integrity, commitment, character, honesty, respect etc., will be explored for their denotative as well as their connotative meanings in regards to sports and our day to day lives.

In week three, students will work with language functions and academic language that asks them to describe their favorite sport. After which, they will compare their favorite sport to the most popular sport in the United States (e.g. soccer and football). Students will accomplish this by answering questions such as: Why does the United States have a different game than the rest of the world called football? Why is is that what is called football by the rest of the world, called soccer in the United States? While there are some obvious similarities to rugby, why not use the name rugby instead of football, which was invented before rugby football. Is there a connection between the United States attempting to find its own identity and create something that was different and separate from the rest of the world. Would it have been easier to use the same name for the two sports? Is there a connection to why football is more popular than soccer in the United States and why they United States has never won the World Cup? Does this have to do with the sacred value they have placed on American football and the lack of value attributed to soccer?

### Language of Diversity

Finding one's identity in a country which seems prefer individuality and independence to groups and dependence while placing everyone into numerous groups based on predetermined categories can be very difficult. It is also a nation where its citizens are proud to volunteer their services and time to numerous groups and preaches the idea of putting the group first. However, being a part of these groups is not always done for the betterment of the whole, but rather out of obligation to follow the precedent of others. These conflicting viewpoints will without a doubt create confusion for a newcomer attempting to become a part of the established community. For most immigrants from smaller nations the individual values what the group values and there is no confusion. Now imagine being expected to assimilate into an individual centered community

after having been taught that the good of the community is more important than that of the individual. As such, language learners will need to discover where they fit into the larger American community by identifying with or at the least understanding the categories that make the United States one of the most diverse countries in the world.

The University of Missouri, St. Louis explains in their student handbook ‘America's population reflects remarkable ethnic diversity. Newspapers commonly use such terms as "Asian American,' 'Italian American,' and 'Arab American' to reflect the persistence of various ethnic heritages within the United States. There are people whose skin is labeled white, black, brown, yellow and red. America's population includes Catholics, Protestants of many denominations, Jews of several persuasions, Muslims, Buddhists, animists, and people who believe in no supreme-being or higher power. There are people who have many years of formal education and people who have nearly none. There are the very rich as well as the very poor. There are Republicans, Democrats, Independents, Socialists, Communists, Libertarians, and adherents of other political views as well. There are lawyers, farmers, plumbers, teachers, social workers, immigration officers and people in thousands of other occupations. Some live in urban areas and some in rural ones. Given all this diversity, can one usefully talk about "Americans"? Probably so, if one is careful.”<sup>4</sup>

In week four, students will be able to define and re-categorize these groups in order to find the connection between their home country and their new country. Students will also be able to explain how someone can share multiple categories with someone else, while still not being viewed as someone of similar background (e.g. individuals with different first languages of the same race or those who share a religious faith, but were born in different countries). Students will also look at the semantics of the categorical terms listed above and decide if they feel need to be categorized in any of these categories and why. They will also compare them to categories used within their home countries and determine if the numerous categories and diversity makes the United States a special place to live.

Finally, they will consider if there is an inherent value to diversity. In addition, they will expand upon the idea that the United States is truly proud of its diversity and what are the challenges in cultural diversity. If they do not feel that the United States is proud of its diversity, they will attempt to persuade others to agree with their reasoning.

### Language of Democracy

“The Constitution created a system of government that was bigger than the privileged white men who wrote it, allowing our nation to correct its limited view of humanity through Constitutional amendments and other means.”<sup>5</sup> Therefore, while the term “people” meant white men in 1787, it has since been altered to represent a more inclusive definition of the term “people” today. Democracy and freedom means different things to different people, and for language learners, understanding these subtle differences can present some difficulty in understanding the rights and responsibilities of a citizen. For students, who are not only learning a new language, but who are also learning a culture, understanding these subtle differences will make acculturating a more natural process.

In week five, students will examine numerous founding documents in order to gain an understanding of what these terms meant in the United States when the nation was being created. They will also analyze these documents to see if those definitions are still adequate today or if they have changed. They will also determine if they have a similar or different definition of the terms freedom and democracy. They will also try to find a word in their L1 with a similar meaning if their L1 does not have a cognate for either word.

More specifically, students will examine these changes by reading different parts of the Constitution and locate language in the Constitution that may seem to have included everyone at the time but could now be viewed to mean a selected few.

Students will also read part of the Declaration of Independence and identify different terms in the Declaration that support their idea of what freedom means.

In addition, students will also review the Bill of Rights to expand upon what those ten Amendments mean and why they are often the cause for numerous debates today.

Finally, students will read the Gettysburg address and discuss what it means to be patriotic. They will also try to find a speech given in their L1 addressing the topic of patriotism or love for country.

Semantically, words such as freedom, patriot, constitution, amendment, right, independence, nation, declaration, controversy, vote, government, senate, congress, etc. will be defined and utilized in context.

### **Teaching Strategies**

Vocabulary will be introduced to students using the Frayer Model. Key vocabulary will include but are not limited to the following: sacred, values, culture, religion, obsession, belief, society, analyze, describe, compare, expand, support, persuade, deep, lyrical, beats, chorus, bridge, rhyme, poetic, singer, songwriter, musician, artist, winning, prioritize, dedication, sacrifice, ethics, health, willingness, epidemic, determination, strength, entertainment, competition, teamwork, endurance, integrity, commitment, character, honesty, respect, white, black, brown, yellow, red, denominations, supreme-being, higher power, formal education, wealth, poverty, political party, Democrat, Republican, Christian, Muslim, Jewish, Buddhist, occupation, urban, rural, freedom, patriot, constitution, amendment, right, independence, nation, declaration, controversy, vote, government, senate, and congress.

Reading will be completed using numerous strategies. Short reading passages will be read individually and provided to students in their first languages and English when available. This is to have students compare and contrast the literature in both languages. Longer texts will be read in groups using the following methods: chunking, jigsaw, and four voices. Chunking will be utilized for pair reading, and jigsaw and four voices will be utilized for group reading. All reading material will then be read again as a class before discussion. Students will also be expected to annotate while reading in order to help with finding evidence to support arguments,

strengthen comprehension, and define words in context. Guided notes will also be provided during note taking in order to differentiate text for lower level ELLs.

Listening and speaking activities will be completed in pairs, in groups, and as a class. Think-Pair-Share will be utilized for pair discussions, and Round Robin will be utilized for group discussions. Classroom discussions will be facilitated by the instructor. Call and response as well as short presentations will be utilized during classroom discussions. Students will be expected to present individually and in groups. Notes will be allowed during presentations.

Writing assignments will be completed individually, in pairs, and in groups. Individual writing assignments will utilize graphic organizers, and short narrative responses. Cloze reading/writing activities will also be utilized for the lower level ELLs. Paired writing assignments will also utilize graphic organizer. In addition to the graphic organizers, paired writing assignments will utilize Write-Pair-Share. For group writing assignments, jigsaw, and poster boards/anchor charts will be utilized. The culminating assignment will be a digital magazine, which will require students to write with the assistance of technology in order to add to the magazine weekly.

## **Classroom Lessons and Activities**

### Lesson One: The Language of Language Arts

Students will be focusing on the semantics of the English language as it relates to words such as sacred, values, culture, ethics, nation, American, Mexican, Asian, African, predisposed, belief, society, love, truth, freedom, intrinsic, moral, etc. In addition, they will work on language functions such as analyze, describe, compare, expand, support, persuade, etc.

#### *Explore*

Students will explore the idea of sacred values by watching the *Ethics Defined: Values* videos at <https://ethicsunwrapped.utexas.edu/glossary/values>. Students will then make a list of things that they value and categorize them as either cultural values (i.e. values that are exclusive to their own cultures) or shared values (i.e. values shared with other classmates). In order to find out which values they share with their classmates, they will compare their list to students in the class who are from countries different from their own. This can be accomplished with the use of a T-Chart and student-student interviews. During the interview Student A will ask Student B the following questions: What are your cultural values? As Student B is listing his/her values, Student A will rewrite any values listed by Student B under the shared values side. Student B will then ask Student A the same question and repeat the process.

#### *Learn*

Students will expand upon their knowledge of their culture, nationality, and ethnicities by defining in their own words as well what it means to be American, Mexican, Asian, African etc. They will then look these words up in the dictionary and compare their answers to the dictionary.



definition. They will then discuss, as a class, if they agree or disagree with the dictionary's definition of the term they defined for themselves.

Students will then consider why their definitions were different from the dictionary's definition. They will need to consider what factors they took into consideration while defining the term for themselves. Teacher will then provide students with information on the difference between connotative and denotative meanings of words. The teacher will then explain to them that certain words have unspoken connotations behind them, which adds to their meaning. In addition to learning the dictionary meaning, students will also need to learn the connotations to these words in order to better understand American culture and values as they compare to their own.

Students will define the following words using the Frayer Model: sacred, values, culture, ethics, nation, predisposed, belief, society, love, truth, freedom, intrinsic, moral, right, wrong, and motivation.

### *Apply*

Students will analyze a group of behaviors and list them as right or wrong. They will then compare their answers to their partner and try to persuade their partner why they felt certain behaviors were right while others were wrong.

Students will read "What Do American Values Mean To You?" at <https://www.nytimes.com/2017/09/15/learning/what-do-american-values-mean-to-you.html> and answer the three questions posed by the author on their own before working with their groups to discuss their answers. Students will also look for specific values noted in the article and decide if those values are values they also find important or if they are something they consider to be specific to American. Within their group they will locate one value that they feel is important to everyone and create poster for that values.

### *Assess*

Student will complete a short vocabulary and reading comprehension quiz. The vocabulary portion will be on the terms defined earlier in the week and the reading portion will be a short passage describing a sacred value, which the students must identify.

## Lesson Two: The Language of Music

Students will expand upon the importance of music in their lives, especially music in their L1. In addition, they will locate themes regarding values and culture in song lyrics as well as understand the semantics of American music with words such as: Blues, Jazz, Hip-Hop, Rock-n-Roll, Pop, Rhythm and Blues, Soul, Funk, Country, Folk, deep, lyrical, beats, chorus, bridge, rhyme, poetic, singer, songwriter, musician, artist etc.

### *Explore*

Students will also read Rachel Bitoun’s article “America In A Song: A Cultural Study Through Music” in order to gain a deeper understanding of the role music plays to American Culture and its sacred values.

Students will listen to “The American Dream” by MKTO at <https://www.youtube.com/watch?v=NPLeuBXoPXI> as they read the song’s lyrics in order to find examples of what the artists consider part of the American Dream and what are some example of values presented in the song.

Students will listen to The American National Anthem sung by a seven year old <https://www.youtube.com/watch?v=HU0SZXcNNbY> and consider the emotion the young girl was able to convey in her rendition of the song. They will also answer the following questions: Did the young girl understand the true meaning behind what she was singing? Do you think that most American knows and understand the lyrics of National Anthem? Is it important for every American to share the same values?

Students will listen to “Freedom” by Pharrell Williams at [https://www.youtube.com/watch?v=LIY90IG\\_Fuw](https://www.youtube.com/watch?v=LIY90IG_Fuw) as they read the song’s lyrics in order to find examples of what they artists considers part of the American Dream and what are some example of values presented in the song.

Students will listen to “Can U C the Pride in the Panther” by Tupac Shakur (Recited by Mos Def) at [https://www.youtube.com/watch?v=9qm3VZ4c\\_D4](https://www.youtube.com/watch?v=9qm3VZ4c_D4) . Students will then read the original poem in order to find examples of what Tupac considers sacred values and citing textual evidence to support their findings.

Students will read the lyrics to “My Country ‘Tis of Thee” in order to find examples of what the artist considers sacred values as they are presented in the song.

### *Learn*

Students will analyze the lyrics of five different songs and see how songs from different periods, genres, and languages express culture and values. Students will compare and contrast the lyrics of “The American Dream” by MKTO and “My Country ‘Tis of Thee” by Samuel Francis Smith to find similarities and differences between them by using the compare and contrast graphic organizer.

### *Apply*

Students will analyze the lyrics of “Can U C the Pride in the Panther” by Tupac Shakur and look for evidence of Tupac’s sacred values as well as the community to which he is claiming allegiance. Who is the Panther to whom he is alluding?

Students will also research and translate the lyrics to their home country’s national anthem.

### *Assess*

Students will complete a short quiz on song lyrics and details using the song “Freedom” by Pharrell Williams.

### Lesson Three: The Language of Sports

Students will look deeper into the rituals of sporting events and the community these rituals create. In addition, students will analyze the loyalty to these communities by comparing and contrasting their loyalty to similar communities. This will also be accomplished by focusing on the language of sports. Words such as winning, prioritize, dedication, sacrifice, ethics, health, willingness, epidemic, determination, strength, society, entertainment, competition, teamwork, endurance, integrity, commitment, character, honesty, respect etc.

### *Explore*

Students will analyze Figures 2 and 3 in the USADA research paper “What Sports Mean” and share their thoughts about the most played and the most watched sports in the United States compared to the most played and most watched sports in their home countries.

### *Learn*

Students will then read the Values and Ethics in Sports section of the research paper. They will then discuss their findings with their groups by answering the following questions. What did you learn that you didn't know about sports values and ethics? Are the values of American sports the same as the values of sports in your home country?

### *Apply*

Students will compare and contrast the way soccer is viewed in your home country and the way it is viewed in the United States. Does your home country find some of the same values and ethics in soccer that Americans find in other sports and if so what are those values. Students will also create a list of pros and cons to placing too much value on sports.

### *Assess*

Students will complete a short quiz using some of the words introduced at the beginning of the week related to sports in short sentences describing their favorite sports.

### Lesson Four: The Language of Diversity

Students will be able to define and re-categorize these groups in order to find the connection between their home country and their new country. Students will also be able to explain how someone can share multiple categories with someone else, while still not being viewed as someone of similar background (e.g. individuals with different first languages of the same race or those who share a religious faith, but were born in different countries).

### *Explore*

Students will watch the “All American Family Definition: Diversity, Multiracial Families in the U.S.” video and share their thoughts on the idea that most families don’t fit the stereotypical poster family of the past.

### *Learn*

Students will explore the concept of diversity and its related terms. They will then be given a list of diverse categories by which individuals are often identified in the United States. Then will then check off all of the categories in which they would place themselves and explain why they chose those categories. They will then go around the room to find the student or students with the same or almost all of the same categories as themselves. They will then share their findings with the class and state if they agree their findings or not and why. They will also answer the following question with their group: Do you believe that diversity is something that should or should not be valued and why?

### *Apply*

Students will categorize different lists of things (e.g. types of birds, computers, people, phones, songs, sports, food, cars etc.) after which, they will be ask to choose only one item from each category and told that they would not have anything else from those categories for the rest of their lives. The teacher will then ask them which they prefer. If they chose the list with multiple items, but stated that diversity was unimportant for the previous assignment. They would be able to reconsider their answer if they so choose. Then the value of diversity would be revisited as a class.

### *Assess*

Students will write a short written response about what diversity means and what it looks like to them in their home countries versus what it looks like in the United States.

## Lesson Five: The Language of Democracy

Students will examine numerous founding documents in order to gain an understanding of what these terms meant in the United States when the nation was being created. They will also analyze these documents to see if those definitions are still adequate today or if they have changed. They will also determine if they have a similar or different definition of the terms freedom and democracy. They will also try to find a word in their L1 with a similar meaning if their L1 does not have a cognate for either word.

### *Explore*

Students will review the following vocabulary words in order to understand their connotative as well as their denotative meanings. They will also be able to define them in context of governmental documents. These words are: Patriot, constitution, amendment, right, independence, nation, declaration, controversy, vote, government, senate, and congress.

### *Learn*

Students will read the Bill of Rights and underline the specific words in each Amendment that refers to a right or value. They will also answer the following questions: Do you consider these rights as sacred values, why or why not? Why do you think some of these rights are often the cause for debate?

### *Apply*

Students will paraphrase each right in their own words. They will also compare these rights to the rights of their own countries.

### *Assess*

Students will complete a short quiz where they will be expected to match each amendment to its correct right.

## **Assessments**

### Week one Quiz

Student will complete a short vocabulary and reading comprehension quiz. The vocabulary portion will be on the terms defined earlier in the week and the reading portion will be a short passage describing a sacred value, which the students must identify.

### Week Two Quiz

Students will complete a short quiz on song lyrics and details using the song Freedom by Pharrell Williams.

### Week Three Quiz

Students will complete a short quiz using some of the words introduced at the beginning of the week related to sports in short sentences describing their favorite sports.

### Week Four Quiz

Students will write a short written response about what diversity means and what it looks like to them in their home countries versus what it looks like in the United States.

### Week Five Quiz

Students will complete a short quiz where they will be expected to match each amendment to its correct right.

### Unit Assessment

Students will complete an assessment that includes vocabulary from all five weeks as well as reading passages from different text used throughout the unit. Student will also be expected to provide short written responses to prompts and sentence starters.

## **Appendix 1: Teaching Standards**

WIDA English Language Development Standard 1: Social and Instructional Language

Students will use Social and Instructional Language in order expand of the academic language needed to meet the NC Standard Course of Study when discussing social topics such as music, sports, and diversity.

WIDA English Language Development Standard 2: The language of Language Arts

Students will use the language of Language Arts in order expand of the academic language needed to meet the NC Standard Course of Study when focusing of language as content.

WIDA English Language Development Standard 5: The language of Social Studies

Students will use the language of Social Studies in order expand of the academic language needed to meet the NC Standard Course of Study when discussing social topics such government.

RL/RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Students will be asks to read short passages and articles and use details and supporting ideas from the text to determine the central idea.

RL/RI.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone.

Students will use textual evidence and context clues to define words as they are being used in text. They will also be able to distinguish between connotative and denotative meaning.

RL/RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Students will be able to identify and support conflicting perspective using textual evidence.

W.8.4 Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Students will keep track of their working using a digital portfolio.

SL.8.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Students will take part in academic conversation at in order to give and receive peer input regarding each topic.

## **Appendix 2: Materials and Vocabulary Lists**

### **Materials**

Markers  
Giant Post-It  
Graphic Organizers  
Song Lyrics  
Articles

### **Vocabulary Lists**

#### Week One

Sacred, values, culture, ethics, nation, predisposed, belief, society, love, truth, freedom, intrinsic, moral, right, wrong, respect, honesty, character, and motivation.

#### Week Two

Blues, Jazz, Hip-Hop, Rock-n-Roll, Pop, Rhythm and Blues, Soul, Funk, Country, Folk, deep, lyrical, beats, chorus, bridge, rhyme, poetic, singer, songwriter, musician, and artist.

#### Week Three

Winning, prioritize, dedication, sacrifice, ethics, health, willingness, epidemic, determination, strength, society, entertainment, competition, teamwork, endurance, integrity, and commitment.

#### Week Four

Diversity, race, religions, gender, role, class, status, affiliations, orientation, title, citizen, migrant, local, urban, rural, native, foreigner, member, and outsider.

#### Week Five

Patriot, constitution, amendment, right, independence, nation, declaration, controversy, vote, government, senate, and congress.



## Appendix 3: Original Worksheets

### The American Dream

By MKTO

Do something with your life, do something with your life (4X)  
With your life

We broke down, trying to leave town  
Flying down the road to change  
We were born to run, Cali, here we come  
Escape from Nowhere, USA

Say good-bye to white picket fences  
Say hello to palm trees and Benzes  
They say you got to fall to have it all  
And we don't want two kids and a wife  
I don't want a job, I just want a life  
Sometimes the underdogs rise, and the mighty fall (And the mighty fall!)

This ain't the same summer song that you used to know  
'Cause Jack left Diane thirty years ago  
The world is spinning too fast for you and me  
So, tell me, whatever happened to the American Dream?

I know a girl, I met her last night  
She was fresh off the plane  
She whispered in my ear  
"Baby, come here, I'll do anything to make a name."

Honey, take my hand, follow me, cause  
I don't want to hurt you, but he does  
I just want to give you some real advice  
Never take candy from stranger  
And keep your eyes open for danger  
Because this right here is a twisted paradise

This ain't the same summer song that you used to know  
'Cause Jack left Diane thirty years ago  
The world is spinning too fast for you and me  
So, tell me, whatever happened to the American Dream?

This ain't the same summer song that you used to know  
So, baby, let's live and die before we're getting old  
You know that nothing is the way it used to be  
So, tell me, whatever happened to the American Dream?

Na na na, na na na na, na na na na na (3X)

## Complete version of "The Star-Spangled Banner"

By Francis Scott Key

O say can you see, by the dawn's early light, What so proudly we hail'd at the twilight's last gleaming, Whose broad stripes and bright stars through the perilous fight O'er the ramparts we watch'd were so gallantly streaming? And the rocket's red glare, the bomb bursting in air, Gave proof through the night that our flag was still there, O say does that star-spangled banner yet wave O'er the land of the free and the home of the brave?

On the shore dimly seen through the mists of the deep Where the foe's haughty host in dread silence reposes, What is that which the breeze, o'er the towering steep, As it fitfully blows, half conceals, half discloses? Now it catches the gleam of the morning's first beam, In full glory reflected now shines in the stream, 'Tis the star-spangled banner - O long may it wave O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore, That the havoc of war and the battle's confusion A home and a Country should leave us no more? Their blood has wash'd out their foul footsteps' pollution. No refuge could save the hireling and slave From the terror of flight or the gloom of the grave, And the star-spangled banner in triumph doth wave O'er the land of the free and the home of the brave.

O thus be it ever when freemen shall stand Between their lov'd home and the war's desolation! Blest with vict'ry and peace may the heav'n rescued land Praise the power that hath made and preserv'd us a nation! Then conquer we must, when our cause it is just, And this be our motto - "In God is our trust," And the star-spangled banner in triumph shall wave O'er the land of the free and the home of the brave.

## **Freedom!**

By Pharrell Williams

Hold on to me  
Don't let me go  
Who cares what they see  
Who cares what they know?  
Your first name is Free  
Last name is Dom  
Cause you still believe  
In where we're from

Man's red flower  
It's in every living thing  
Mind, use your power  
Spirit, use your wings  
Freedom (X6)

Hold on to me  
Don't let me go  
Cheetahs need to eat  
Run, antelope  
Your first name is King  
Last name is Dom  
Cause you still believe  
In everyone

When a baby first breathes  
When night sees sunrise  
When the whale hops the sea  
When man recognizes  
Freedom (X5)  
Breathe in

We are from heat  
The electric one  
Does it shock you to see  
He left us the sun?  
Atoms in the air  
Organisms in the sea  
The sun and yes, man  
Are made of the same things

**Can U C the Pride in the Panther**  
By Tupac Shakur

Can you see the pride in the Panther  
As he grows in splendor and grace  
Toppling obstacles placed in the way,  
of the progression of his race.

Can you see the pride in the Panther  
as she nurtures her young all alone  
The seed must grow regardless  
of the fact that it is planted in stone.

Can you see the pride in the Panther  
as they unify as one.  
The flower blooms with brilliance,  
and outshines the rays of the sun.

## **My Country 'Tis of Thee**

By Samuel Francis Smith

My country tis of thee,  
Sweet land of liberty,  
Of thee I sing.  
Land where my fathers died!  
Land of the Pilgrim's pride!  
From every mountain side,  
Let freedom ring!

My native country, thee,  
Land of the noble free,  
Thy name I love.  
I love thy rocks and rills,  
Thy woods and templed hills;  
My heart with rapture fills  
Like that above.

Let music swell the breeze,  
And ring from all the trees  
Sweet freedom's song.  
Let mortal tongues awake;  
Let all that breathe partake;  
Let rocks their silence break,  
The sound prolong.

Our father's God to, Thee,  
Author of liberty,  
To Thee we sing.  
Long may our land be bright  
With freedom's holy light;  
Protect us by Thy might,  
Great God, our King!

**Appendix 4: Charts and Graphic Organizers**

Student Name:	Date:
<b>Values Comparison T-Chart</b>	
<b>Cultural Values</b>	<b>Shared Values</b>

# Compare & Contrast Graphic Organizer

(This will become your introduction paragraph.. PLUS A THESIS STATEMNET)

Item #1:

Item #2:

(These will become your three body paragraphs)

Different Features:

Similar Features:

Different Features:

(This will become your conclusion paragraph)

Conclusion:

## Appendix 5: Unit Assessment

### Vocabulary

*Please match each of the following words with its definition.*

Culture \_\_\_\_\_

Predisposed \_\_\_\_\_

Moral \_\_\_\_\_

Controversy \_\_\_\_\_

Affiliations \_\_\_\_\_

- A. the customs, arts, social institutions, and achievements of a particular nation, people, or other social group
- B. concerned with the principles of right and wrong behavior and the goodness or badness of human character.
- C. state of belong to or being a part of
- D. make someone liable or inclined to a specified attitude, action, or condition.
- E. disagreement, typically when prolonged, public, and heated.

*Please define each underlined word as it is being used in context.*

He is a very ethical individual because he always considers what is wrong and right before acting.

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B.B. King is a Blues musician.

---

The way you treat others says a lot about your character.

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Winning, prioritize, dedication, sacrifice, ethics, health, willingness, epidemic, determination, strength, society, entertainment, competition, teamwork, endurance, integrity, and commitment.

Diversity, race, religions, gender, role, class, status, affiliations, orientation, title, citizen, migrant, local, urban, rural, native, foreigner, member, and outsider. Patriot, constitution, amendment, right, independence, nation, declaration, controversy, vote, government, senate, and congress.

*Please list the part of speech for each given word. (noun, verb, adjective, adverb)*

Sacred \_\_\_\_\_

Intrinsic \_\_\_\_\_

Prioritize \_\_\_\_\_

Values \_\_\_\_\_

Declaration \_\_\_\_\_



## Reading Comprehension

*Please read the following passages before selecting the correct answer for the questions that follow.*

Reclaiming our values starts with standing up for them at home — inclusivity, tolerance, diversity, respect for the rule of law, freedom of speech, freedom of the press. If these are the democratic principles we wish to see around the world, America must be the first to model them.

Which of the following is not a value listed in the passage above?

- A. Diversity
- B. Freedom of Speech
- C. Tolerance
- D. Honesty

Values and Ethics in Sport General population adults believe that it is highly important for sport to reinforce a variety of wholesome values, led by honesty, fair play, respect for others, doing your best, teamwork, and fun. Interestingly, competitiveness and winning rank as the least important values to reinforce through sport, but highest in terms of the values that sport is actually reinforcing. This is strikingly depicted in the order of the values ranked in Figures 8 and 9, in which both winning and competitiveness are at the very bottom of the list of values sport should reinforce, but diametrically opposite on the list of values sport actually does reinforce. In addition, less than half of adults believe that sport is doing a good job of reinforcing the values they rank as the five most important. So while adults see benefit in sport reinforcing key values, overall they believe that sport, for the most part, is not delivering on the values that are seen as most critical.

According to the passage, which values are sports actually reinforcing?

- A. Honesty and Fair Play
- B. Competitiveness and Winning
- C. Respect for Others and Doing Your Best
- D. Teamwork and Fun

**Short Written Response**

*Please restate the following amendment in your own words.*

**Amendment V**

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

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## Appendix 6: Student Resources

# Language Functions

### LEVEL FOUR: EARLY ADVANCED

## Language Forms

	ANALYZE	COMPARE/ CONTRAST	DEFINE	HYPOTHESIZE	INFER	PERSUADE	PREDICT	SUMMARIZE
Past Perfect (had + past participle)	It looked like it <i>had fallen</i> apart years ago.	She <i>had worked</i> harder than he had.	This insect <i>had belonged</i> to a different class before.	The evidence makes me think that she <i>had lied</i> .	Because of his sudden wealth, I <i>had assumed</i> he <i>had won</i> the lottery.	He should have attended since he <i>had won</i> a scholarship.	I just had a feeling that he <i>had done</i> this.	Finally, they <i>had returned</i> home.
Conditional (if modals: will/would/might/may/can/could)	<i>If</i> he is guilty, he <i>may</i> go to jail for a few years.	<i>If</i> I run faster than he does, I <i>will</i> win the race.	<i>If</i> the insect bites you, it <i>might</i> sting.	<i>If</i> it rains too much, the game <i>could</i> be postponed.	<i>If</i> he ever decides to show up, we <i>can</i> start the meeting.	You <i>should</i> work hard <i>if</i> you want to earn the extra points.	<i>If</i> you succeed, you <i>shall</i> be selected for the role.	<i>If</i> you decided to do this, your efforts <i>would</i> result in monetary success.
Phrasal Verbs (get up/ran off)	It appears he <i>took off</i> down the street.	I <i>fell down</i> more than anyone else on the team.	Her chores include <i>putting away</i> the dishes.	If you light it, it will <i>blow up</i> .	He already <i>checked out</i> so he must be in a hurry.	He should <i>reach out</i> because it helps to talk about it.	She will <i>turn down</i> the job offer.	Ultimately, I <i>gave in</i> and lived with the decision.
Gerunds (Walking is fun.)	<i>Eating</i> junk food has not been healthy for you.	<i>Walking</i> is better exercise than running or jogging.	Randomly <i>answering</i> is merely guessing.	<i>Reading</i> a lot will improve your writing.	Because she is articulate, <i>speaking</i> must be her strength.	He should be honest because <i>telling</i> the truth is worth it.	<i>Studying</i> hard will result in good grades.	It is known that <i>writing</i> helps you think more clearly.
Indefinite Pronouns (some/any/everyone)	It appears that only <i>some</i> of the students will be chosen.	This essay is better than <i>any</i> of the other essays.	" <i>Everyone</i> " does not include extended family.	I think <i>someone</i> did this on purpose.	Because of a few, I assume <i>everyone</i> was punished.	You should ask <i>someone</i> so you will not feel lonely.	<i>Everyone</i> will pass the test.	In summary, <i>some</i> are more grateful than others.
Reflexive Pronouns (my-/her-/him-/your- + self; our-/them- + selves)	Washing <i>yourself</i> daily kills most germs.	He blamed <i>himself</i> more than she blamed <i>herself</i> .	I like <i>myself</i> which means I have self-respect.	Taking care of <i>yourself</i> will keep you healthy.	If he draws pictures of <i>himself</i> , he must like <i>himself</i> .	She should clean <i>herself</i> because her clothes are filthy.	They dressed <i>themselves</i> so that others would laugh at them.	In conclusion, those of us who correct <i>ourselves</i> can accept fault.
Participles (the winding road)	The <i>breaking</i> glass made a loud noise.	The <i>winding</i> path is much longer than the straight one.	The <i>writing</i> teacher is teaching us grammar.	A <i>growing</i> city will need to build more schools.	<i>My bleeding</i> cut will probably require stitches.	The <i>screaming</i> child should take a nap.	The <i>shouting</i> crowd will drown out the speaker.	<i>Thinking</i> students often excel in school.
Multiple- Meaning Prepositions (besides/about)	It appears there are two <i>against</i> four here.	She is good <i>at</i> math but he is better <i>at</i> science.	If it is <i>about</i> addition or subtraction, it is basic math.	Paper made <i>from</i> recycled products is more costly.	A book <i>on</i> magic is what is catching their attention.	We should work <i>toward</i> a lasting peace.	He will be home <i>around</i> five.	Finally, the money was divided <i>between</i> them.
Conjunctions (either/or; neither/nor)	<i>Either</i> you study or you fail the class.	He <i>neither</i> runs as fast as she <i>nor</i> walks as quickly.	His job entails <i>either</i> organizing or delegating.	These chemicals are <i>neither</i> safe <i>nor</i> healthy to touch.	Because he <i>either</i> asks for help or tries hard, he must be diligent.	If he wants to be safe, he should <i>either</i> find the key or get a new one.	I thought that he would <i>either</i> become an actor or a comedian.	Ultimately, she <i>neither</i> became a teacher <i>nor</i> a nurse but a doctor.



# *The Bill of Rights*

## **The First 10 Amendments to the Constitution as Ratified by the States**

December 15, 1791

### **Preamble**

Congress OF THE United States  
*begun and held at the City of New York, on Wednesday  
the Fourth of March, one thousand seven hundred and eighty nine.*

THE Conventions of a number of the States having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best insure the beneficent ends of its institution RESOLVED by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both Houses concurring, that the following Articles be proposed to the Legislatures of the several States, as Amendments to the Constitution of the United States, all or any of which Articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution; viz.: ARTICLES in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution.

### **Amendment I**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

### **Amendment II**

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

### **Amendment III**

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

### **Amendment IV**

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon

probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

#### **Amendment V**

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

#### **Amendment VI**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

#### **Amendment VII**

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

#### **Amendment VIII**

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

#### **Amendment IX**

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

#### **Amendment X**

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

## Appendix 7: Teacher Resources

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4. University of Missouri at St. Louis, "Key American Values, Handbook for Foreign Students and Scholars," umsl.edu, International Education and Services, 1994, <http://www.umsl.edu/~intelstu/Admitted%20Students/Visitor%20Handbook/keyvalues.html>. (Accessed November 18, 2018).
5. Teaching Tolerance, "American Value: Equality," tolerance.org, Southern Poverty Law, 2018, <https://www.tolerance.org/classroom-resources/tolerance-lessons/american-value-equality>. (Accessed November 18, 2018).

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Bitoun, R. (2014) *America in Song: A Cultural Study Through Music. The Artifice.*

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This article offers an in depth look at the role music plays in American cultures and how musicians from different eras and genres are able to use their art to share what they consider sacred and valuable as Americans.

Boxill, J. et. al. (2011). *What Sports Mean in America. Silver Spring, MD: Discovery Education.* Retrieved from

[http://www.truesport.org/library/documents/about/what\\_sport\\_means\\_in\\_america/what\\_sport\\_means\\_in\\_america.pdf](http://www.truesport.org/library/documents/about/what_sport_means_in_america/what_sport_means_in_america.pdf)

In this study, the United States Anti-Doping Agency offers a detailed look at sports and its many influences it has on the American society as a whole. It looks at everything from popularity to ethical values.

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WIDA English Language Development Standards are to be used in addition the NC Standard Course of Study and aides the English as a Second Language teacher in developing proper lesson objectives.