

ELA Unit Plan: U.S. Immigration Issues Impacting Our Communities

Program: Adult Learning Center, Middlesex Community College	Class/Instructional Level/GLE Range: HSE, Level D & E, GLE 8+
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PART 1: OVERVIEW <i>(This part is duplicated on the Scope & Sequence for this level.)</i>	
TIME <ul style="list-style-type: none"> Indicate the estimated # of hours (and weeks) required to complete the unit. 	6 weeks = 12 class sessions x 1.33 hours each = 16 hours (includes homework assignments, as required by program; more lesson time may be needed if homework isn't assigned)
UNIT TOPIC/TITLE <ul style="list-style-type: none"> Frame titles around topics relevant to adults and related to other content areas (e.g., civics/current events/social studies, science and technology, health, literature themes, workforce preparation, etc.; see TSTM). Aim for a pithy topic-related title that can be remembered and used by teachers when referring to the unit. 	U.S. Immigration Issues Impacting Our Communities
RATIONALE <ul style="list-style-type: none"> Explain why adult learners will find the knowledge and skills they learn in this unit to be relevant to their lives and goals. 	<p>This unit on U.S. immigration is highly relevant for adult learners, many of whom come from diverse backgrounds and have vested interests in immigration issues. By exploring immigration issues in the U.S. at specific moments in history and in the present day, students can begin to make connections among their own experiences, current events, and core content of the Language Arts and Social Studies HSE exams.</p> <p>In addition, this unit develops skills in critical reading and argument writing, digital literacy, and public speaking, helping prepare students to communicate and advocate effectively and concisely in today's media-driven world.</p>

<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ▪ <i>Include open-ended, thought-provoking questions about the unit topic. These should call for higher-order thinking and help students connect and engage intellectually to the unit.</i> 	<p>How has immigration shaped the U.S., and how does it continue to do so?</p> <p>What are some key immigration issues in the U.S. today, and how do they impact our communities?</p> <p>How can we use digital media to effectively and concisely present an argument concerning immigration?</p>
<p>UNIT OUTCOME / CULMINATING ASSESSMENT</p> <ul style="list-style-type: none"> ▪ <i>Describe the desired outcome, focusing on the central texts and end products students will use to show their ELA learning (and understanding of the content topic).</i> ▪ <i>When possible, include one or more authentic performance task(s).</i> ▪ <i>See Examples.</i> 	<p>Students will read/listen to and analyze a variety of texts, including articles, timelines, and videos, in order to deepen their understanding of current immigration issues in the U.S.</p> <p>Students will demonstrate their learning by writing and recording a video of a 2-minute argumentative speech appropriate for a social media post, concerning an immigration issue of their choice.</p> <p>Teachers/students will evaluate learning by:</p> <ul style="list-style-type: none"> • Using a checklist to ensure written speeches include well-supported arguments and sound reasoning • Using a checklist to assess the speakers' clarity, pacing, eye contact, and volume in the recorded videos of speeches.
<p>PRIORITY ELA STANDARDS</p> <ul style="list-style-type: none"> ▪ <i>List the ~3-5 level-specific CCRSAE-ELA standards that will be explicitly taught and then assessed directly or indirectly through the culminating assessment.</i> ▪ <i>Include standards from across the Reading, Writing, Speaking/Listening, Language, and Reading Foundations (for levels A-D) strands.</i> 	<p>R8D: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>W8D: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>L6D: Acquire and accurately use level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>W1D: Write arguments to support claims in an analysis, using valid reasoning and relevant evidence.</p> <p>SL3D: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SL4D: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

	<p>Secondary standards:</p> <p>W5D: With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.</p> <p>L3D: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (c) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
TEACHING SKILLS THAT MATTER (TSTM)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Navigating Systems <input checked="" type="checkbox"/> Problem-Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input checked="" type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness
<p><u>KEY STUDENT MATERIALS</u></p> <ul style="list-style-type: none"> ▪ List authentic and relevant resources that students will read, listen to, or view (e.g., texts, videos, websites, podcasts). ▪ Include digital sources and attend to representations of different cultures and perspectives. ▪ Provide text complexity levels. 	<p>Listed in (approximate) order of use:</p> <p>*Contact your director for access to Newsela and The Change Agent.</p> <ul style="list-style-type: none"> • TEXT: Surges and Slips: Immigration in the US Over 200 Years (NewsELA - 980L-1130L+ / GLE 6-12) • TIMELINE (TEXT, INFOGRAPHIC, VIDEO): US Immigration Interactive Timeline & Graphic Organizer (Brown University, Choice Program) • TEXT: Opinion: World's many refugees need help; the U.S. must do more (NewsELA - 610L-1200L) • VIDEO: Immigrant Voices Make Democracy Stronger (TED Talk) • TEXT: Immigration in My Community (The Change Agent - GLE 7) • TEXT: Legalize Undocumented Immigrants (The Change Agent - GLE 8) • TEXT: Should the U.S. Government Provide a Path to Citizenship for Undocumented Immigrants? (ProCon.org - 1200+L) • VIDEO: Hiding in Plain Sight: My Life as an Undocumented American (TED Talk) • TEXT: Pro and Con: DACA and the Dream Act (Britannica - GLE 12) • TEXT: Migrant Children Crisis (ELLII - 1000L-1200L - GLE 11-12) • VIDEO: “Our Immigration Policies Should Recognize the Contributions of Immigrants” (Representative Ilhan Omar Instagram Post) • VIDEO: “A More Humane Immigration System” (Congressman Greg Casar Instagram Post)

PART 2: IN-DEPTH VIEW	
UNIT OBJECTIVES	ASSESSMENT OF OBJECTIVES
TIP: Use this alignment chart as you plan, and then copy and paste the last 2 columns into this section.	
<ul style="list-style-type: none"> ▪ Include at least one objective for each Priority ELA Standard mentioned in PART 1. ▪ Add rows as needed. 	<ul style="list-style-type: none"> ▪ Include at least one assessment for each Unit Objective. <ul style="list-style-type: none"> - Describe how students will demonstrate that they have learned each objective, in a way that is directly or indirectly related to the culminating assessment mentioned in PART 1. ▪ Indicate how teachers and students will measure the extent of the learning (e.g., using rubrics, checklists). <ul style="list-style-type: none"> - Consider where formative assessments can be included.
By the end of this unit, students will be able to:	Students will demonstrate their learning by:
Identify and evaluate the strength of arguments and claims in texts about immigration issues by assessing the reasoning and relevance of the evidence presented. [R8D]	Completing a graphic organizer independently (used as a formative assessment in Lesson 4). Completing Peer Review #1 for a partner's written speech. (Lesson 10)
Gather and integrate information from articles and other resources provided in class to support an argument on an immigration issue. [W8D]	Turning in their Note-Taking Form (Lesson 8) and including evidence from at least two texts (with MLA citation) to support their argument in their written speech. (Lesson 10)
Write a clear and well-developed argumentative speech that uses evidence from class readings/videos to urge action on a self-selected immigration issue. [W1D]	Submitting a final written version of their argumentative speech. See Final Evaluation (Checklist) . (Lesson 10)
Use at least 8 new tier 2 & 3 vocabulary terms to write and speak about U.S. immigration issues. [L6D]	Using at least 8 terms accurately in their written and recorded argumentative speech. See Final Evaluation (Checklist) . (Lesson 10 & 12)
Evaluate the argument presented in a peer's oral speech by analyzing the specific claims and assessing the soundness of reasoning as well as the relevance and sufficiency of evidence included. [SL3D]	Completing Peer Review #2 for a partner's practice for the video. (Lesson 11)
Present a clear and well-developed argumentative speech on an immigration issue, demonstrating sufficient eye contact, appropriate volume, and clear pronunciation. [SL4D]	Creating a 2-minute digital video of their argumentative speech. See Final Evaluation (Checklist) . (after Lesson 12) (Peer Review #3 can be used in Lesson 12 to provide formative assessment for the speaker.)

Secondary ELA Standards	
Apply appropriate grammar, syntax, and conventions that align with the audience and purpose of their argumentative speech. [L3D]	Using clear, appropriate language, including avoiding wordiness and redundancy, in their final written drafts. See Final Evaluation (Checklist) . (Lesson 10)
Use feedback from their peers and instructor to revise a written speech on an immigration issue of their choice, keeping in mind their purpose and audience. [W5D]	Highlighting at least one revision made in the written speech as a result of feedback from a peer review. See Final Evaluation (Checklist) . (after Lesson 10)

KEY VOCABULARY

- Include academic words or phrases (**Tier 2**) and key content terms (**Tier 3**), unless teachers are expected to add these at the lesson plan level. Consider that each set of words will require multiple days of practice. [See [Word Tiers](#) and [Vocabulary Resources](#).]

Tier 2: depict, ethical, perceive, persecution, policy

Tier 3: immigration, deportation, undocumented

Signal/Transition: consequently, nevertheless

PRIORITY LENSES

- Include brief summaries of how the unit addresses the following [MA priority lenses](#). Provide additional explanations, details, and/or helpful hints as appropriate to help teachers address these as fully as possible. [Click on the headings below for information about each lens. See [current MA units](#) for examples of this section.]

Evidence-Based Instruction (including EBRI):

Students are engaged with appropriately challenging texts throughout the unit and guided to evaluate arguments and build analytical skills using graphic organizers (reading comprehension) In addition, students learn vocabulary (both Tier 2 and Tier 3 words), with multiple opportunities to practice words across lessons. Writing skills and strategies are explicitly taught using a scaffolding model including brainstorming, planning, drafting, and revising with peer & instructor feedback. For students who are demonstrating fluency issues, teachers may need to provide more targeted fluency instruction.

Culturally Responsive Teaching:

The content topic and ELA skills are relevant to the students' lives and reflect their diverse backgrounds, allowing them to draw on their own experiences and make connections throughout the unit. Included texts and videos represent a variety of perspectives that avoid stereotypes and foster critical engagement. Classroom discussions and assignments support an inclusive environment where students can share viewpoints openly. The focus on advocacy empowers them to connect their learning with real-world issues that impact their lives and communities. Additionally, students gain more autonomy throughout the unit, with the ability to choose which texts they examine during certain lessons and what topic they write/speak about in their culminating assessment.

Differentiation: (especially for English learners and students with learning disabilities):

Content is presented in multiple formats, including articles, videos (with transcripts), and timelines, to support learners with varying needs. There are also different reading levels included with some challenge texts and the ability to change the reading level on several articles. Students are also given a choice when it comes to the content of their written/video speech. Furthermore, graphic organizers and checklists are used to clarify expectations and feedback is provided throughout. Teachers can provide a template/frame for constructing speech as needed.

Digital Literacy and Technology:

Students conduct online research; access online readings; watch videos on YouTube and social media; use digital tools to annotate and organize information; write, review, and revise in Google Docs; submit homework using Google Classroom; and record and upload their videos using technology/electronic devices.

ADDITIONAL RECOMMENDATIONS

▪ *What else do teachers need to know?*

- **Homework:** This unit is built with daily homework (per program standards). If there is not a culture of homework, teachers can adjust the unit pacing and integrate homework tasks into the lessons.
- **Alternative Culminating Assessment:** Since some adult learners do not want to be on social media, teachers may want to provide alternative framing for the culminating assessment. For instance, students could record a short video of what they might say in a community meeting about the topic. Those public comments are sometimes timed so it would be another authentic reason to learn to make concise arguments.
- **Targeted Mini-lessons:** Teachers can use short mini-lessons to address certain skills/issues (such as precise word choice and avoiding redundancy [L3D] or clear pronunciation and appropriate eye contact [SL4D] and require students to demonstrate these skills in their speeches and videos.
- **Using AI:** Teachers can utilize AI to support differentiation, including using it to change the GLE reading level of various texts or helping students summarize texts. They can also incorporate the use of AI into lessons, demonstrating how it can be used appropriately by students while avoiding plagiarism. Teachers can also demonstrate how ChatGPT can be a great tool for brainstorming topics for the students' speeches.

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SUGGESTED SEQUENCE OF LESSONS¹

- Provide a brief overview of what the focus of each lesson would be, as envisioned by the unit developers. [See example [Topic Tracker](#).]

*See [Topic Tracker for this unit](#)

*This document tracks how students develop knowledge and skills related to **immigration, vocabulary, analyzing arguments, gathering information, writing arguments, and speaking skills** across the lessons.*

Lesson 1: Introduce unit, essential questions, and final project. Complete self-assessment of vocabulary, introduce annotating/reading strategies and practice with [reading](#).

Lesson 2: Introduce and practice T3 vocabulary; review parts of immigration [timeline](#) (giving students the choice to skim and review a period in more detail); introduce [Note-Taking Form](#); students use the form to take notes for group assignments.

Lesson 3: Introduce and practice T2 & signal vocabulary; introduce [Final Evaluation \(Checklist\)](#) for the project; review identifying parts of an argument; use [reading](#) to fill out [Graphic Organizer](#) (“I do”).

Lesson 4: Review T2 vocabulary; watch [video](#); identify vocabulary words; small groups fill in graphic organizer together and review as a class (“we do”); HW- fill out GO for [text](#) on your own (“You do”).

Lesson 5: Review EQs/role of social media in immigration issues; watch [sample instagram video](#) (2 min on immigration); practice T2 & T3 vocab; give choice of [text 1](#) or [text 2](#) to use the [Graphic Organizer](#) to analyze with a partner; make an entry in [Note-Taking Form](#).

Lesson 6: Review effective speaking skills; go over [Final Evaluation \(Checklist\)](#); watch [video](#); identify vocab in video; practice speaking skills with partners (using transcript of video).

Lesson 7: [Reading & activities](#); use vocabulary to discuss reading; brainstorm topics for speech; review research tips (evaluating online sources); review [Note-Taking Form](#).

Lesson 8: Discuss audience/purpose; review GO & [Final Evaluation \(Checklist\)](#); review MLA formatting & citations; conduct research using note-taking form; HW - complete GO as pre-writing for speech plan.

Lesson 9: Review EQs (Do Now - free write); have students identify vocab to use in their speech; writing workshop with individual support and feedback; HW - submit first written draft.

Lesson 10: Review expectations of peer review (how to provide feedback); [Peer Review #1](#) (written speech); HW - make revisions & turn in peer review feedback.

Lesson 11: [Peer Review #2](#) (content of **oral speech**) by different peers from Lesson 10 (if possible); HW - incorporate revisions & turn in peer review feedback.

Lesson 12: Reflect on unit and EQs with class discussion; [Peer Review #3](#) (speaking skills and timing) by a different peer (if possible); HW- record and submit video of final speech & turn in peer review feedback.

*See [Review Guide: ELA Unit Plan](#) for important questions to address in developing an ELA unit plan.

¹ Recommended: Include **Sample Lesson Plans** as part of the Unit Plan. These can be developed over time.