



HI•FIVE

CULTURAL CURRICULUM

Powered by The Mind Trust

Grades 9–12

UNIT OVERVIEW

In the 9-12 unit, students examine the essential question: What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population? Students dive into rigorous primary source analysis, considering the text of the IDEA and ESSA laws, as well as Indiana legislation concerning the topic of multilingual education. Students will also read local newspaper articles to build their background knowledge on the issue. From there, students study actual legal cases where students and families have advocated for educational justice and change. Students directly analyze the language of legal documents and rulings from these cases. Armed with this in-depth study, students move on to compose their own original op-ed articles, wherein they advance a specific argument for change related to multilingual educational practices in Indiana schools. Students study exemplary op-eds while constructing their arguments, further researching their specific topics, and composing their articles. Students will eventually submit their articles for publication in local periodicals!

Essential Questions

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?



9-12 | LESSON 1



LESSON 1

TEXT TITLE

IDEA Act Text

TEXT MAIN IDEA

The Individuals with Disabilities Education Act (IDEA) is a federal law which guarantees that students with disabilities receive a free and appropriate public education (FAPE). The law builds upon prior practices and laws such as The Education for All Handicapped Children Act of 1975. This legislation indicates that the education must be tailored to the needs of each student. IDEA sets the framework for educational equity work nationally. The IDEA law resulted in an attempt to halt the discrimination of individuals with disabilities within schools.

ESSENTIAL QUESTION:

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

CONTENT OBJECTIVE

By engaging in this lesson, students will know/understand that...

- The federal government both mandates and has an obligation to assist in providing all students an adequate and free appropriate public education which supports each student in their individual and unique needs.

LITERACY OBJECTIVE

By engaging in this lesson, students will strengthen their ability as a reader to...

- Use illustrations in combination with the words to define a concept and demonstrate understanding of the text.

STANDARDS ALIGNMENT

- Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea. (11-12.RN.2.2)

LANGUAGE OBJECTIVE

By engaging in this lesson, students will be able to use language to...

- Summarize the central idea of the text in a paragraph.

LAUNCH (5 MINUTES)

Teacher Note:

- At the beginning of Lessons 1-10, we recommend using a recurring KWL exercise as part of the “Do Now” routine for the start of class. This exercise is designed to help multilingual learners and diverse learners connect with the content that they are about to engage in.
 - ◇ *K: What do you know about multilingual education?*
 - ◇ *W: What do you want to know about multilingual education?*
 - ◇ *L: What have you learned about multilingual education?*
 - ◇ *Each portion of the chart can be updated daily, every other day, etc. as students learn more throughout the unit. The “L” should be completed at the end of Lesson 10 to summarize Part 1 of the unit.*

During the launch, consider walking through the unit plan with students to help them conceptualize the progression of learning.

Hello friends! Today, you might have noticed that our Do Now activity is a little different from topics we might normally explore in this class. We are going to be examining language justice in education. We will start by examining the laws that guide education and then we will analyze cases of students fighting for their own educational rights based on the laws that we will analyze. On your KWL chart—which we will keep throughout the duration of this unit—I want you to write down this definition of language justice.

Language Justice is a practice used to create shared power, practice inclusion, and dismantle traditional systems of oppression that have traditionally disenfranchised non-English speakers.

This is the definition of language justice from the community language cooperative and it will be our central understanding of what language justice will be. Let’s work through this definition together.

Choose a few of the key terms in this sentence to collaboratively define with students. For example, you might ask:

Can someone share with me what inclusion or inclusivity means?

- Inclusion means that everyone is invited or allowed to participate. It is when everyone has equal access to an opportunity.

After defining the necessary key terms, have students paraphrase the definition overall:

In our own words, what might we say that language justice is?

- **Examples might include...**
 - ◇ Language justice means that everyone is able and expected to use the language, dialect, or expressions that best represent who they are.

- ◇ Language justice is the sharing of power and the dismantling of systemic oppression by allowing humans to engage in the communication style which allows them the most access.

READING ALOUD / ENGAGE (15 MINUTES)

Today, we are reading a law named the Individuals with Disabilities Education Act or IDEA for short.

Allow students to write down this law in a place where they can keep the notes easily accessible. Teachers should also be creating an anchor chart of laws for students to refer back to.

Before we read, let's preview this document so that we can identify the different portions of a law document.

Legal documents are organized in precise and intentional ways. It is important to note that the terminology is not universal or used the same in all jurisdictions. However, the order of the written information is hierarchical, meaning that the information always spirals downwards and relates to what is above it.

The largest categories are often called "Titles" and this tells us the general type of law we are working with such as education or criminal law. Next comes "Chapter" which narrows down the topic further. We will see examples in this unit where the terminology of these two categories are used interchangeably.

After chapters come sub-chapters. We are working in Sub-chapter 1—General Provisions.
Point to the correct sub-chapter.

Under the heading of each sub-chapter, you will find clauses.

Point to Clause A.

This is Clause A. We will be specifically reading under Clause C.

Each part under the clause we will refer to as a section.

We will begin reading together.

Read Sub-chapter 1, Clause C, Section 1.

So, based on what I'm reading in this federal law, a disability is a natural part of being human. It is national policy to ensure that everyone has educational opportunities that allow them to participate and contribute to society fully.

Read Sub-chapter 1, Clause C, Section 2, Subsections A-D.

Subsection D includes the phrase "lack of adequate resources." So this law is stating

that prior to its existence, students with disabilities weren't able to receive everything that they needed like extra tutoring, physical therapy, speech therapy, and classroom accommodations.

Read Sub-chapter 1, Clause C, Section 3-6.

After reading these sections, I'm curious about Section 4...the portion here, from "however" to "disabilities." This legislation is indicating that teachers and the school systems have had low expectations for students. If someone has low expectations for a student, how might that affect students' success?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas.

Read Sub-chapter 1, Clause C, Section 7-11, Subsections A-D.

This legislation states: The limited English proficient population is the fastest growing in our Nation, and the growth is occurring in many parts of our Nation. If this population is the largest growing one in our country, then one should think to themselves about how educators can proactively support these students. Reading this law makes me wonder why our country is still struggling to support multilingual learners if we knew that this population was growing in the late 70s. We can, however, walk away from reading this legislation with the understanding that all of our students are required to have the access and opportunity they need to be fully supported in their endeavors.

DISCUSS (10 MINUTES)

Earlier today, I framed our unit as one centering on language justice. Let's answer our focus question today together:

How does the concept of language justice intersect with the principles and goals of the IDEA law?

Exemplar Responses:

- Language justice is supported by the objectives of the IDEA law because it argues that every student with a disability should receive equal access to opportunities and support. Regardless of the language background of these students, they are still entitled to excellent and equal levels of educational access and support.
- Parents and guardians aren't deprived from language justice equity under the IDEA law. Parents and guardians should be provided opportunities to actively engage in decision-making regarding their children, access to information, resources, regardless of their linguistic proficiency. In fact, IDEA promotes the equitable participation of families, students, and educational professionals in spite of language barriers because the law recognizes the importance of competent communication.

Supplemental Questions:

- *How might language access impact the FAPE (free and appropriate public education) provision for students with disabilities?*
- *What might some consequences be for students with disabilities if the IDEA framework does not adequately address language?*
- *How might linguistic barriers impact the ability of students with disabilities to engage in their own education?*

WRITING (10 MINUTES)

Thank you so much for our engaging discussion! We are now going to have a chance to respond to today's focus question individually. When writing, make sure that your paragraph begins with a strong, assertive topic sentence. Remember to reference specific evidence from the text in your response.



EXIT TICKET

- 1. In Sub-chapter 1, clause c, section 12, subsection C, the legislation includes the phrase “emotional disturbance.” What motivation would legislators have in including this phrase?**
 - a. Legislators want to emphasize that the IDEA act also supports mental illness and forces schools to provide those supports for students.
 - b. Including the phrase indicates that emotions are protected under the law.
 - c. Legislators hoped to gain the support of the medical community.
 - d. The phrase is an attempt to extend protection to student’s whose struggles cannot be explained by health or intellectual factors.
- 2. IDEA law objectives and language justice intersect by...**
 - a. Safeguarding the professional independence of educators.
 - b. Ensuring equal access to educational opportunities.
 - c. Funding additional language services for students.
 - d. Emphasizing language proficiency over academic performance.
- 3. Under the IDEA law, an inclusive education for students with disabilities is supported by language justice in what ways?**
 - a. Responding to the needs of students to effectively communicate and foster understanding.
 - b. Arranging language services only to students with disabilities.
 - c. Ignoring the linguistic needs of students.
 - d. Removing language requirements for students with disabilities.



9-12 | Lesson 2



LESSON 2

TEXT TITLE

ESSA law Title III Sec. 3003 subsection A: “Purposes”

TEXT MAIN IDEA

This legislation builds on prior mandates such as IDEA to outline the requirements for language instruction programming by: mandating the development and adoption of English Language Proficiency Standards, recommending professional development for educators who work with multilingual learners, and emphasizing the importance of family and community engagement. Multilingual learners should be receiving support for their language acquisition, language enhancement, and academic achievement through an effective instructional program. Multilingual learners should receive support regarding both language and academic development. There should be equitable access to educational programming and opportunities.

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

CONTENT OBJECTIVE

By engaging in this lesson, students will know/understand that...

- States must create and adopt English Language Proficiency Standards (ELPs) which support multilingual learners in their educational settings.

LITERACY OBJECTIVE

By engaging in this lesson, students will strengthen their ability to...

- Connect ideas and themes across multiple texts.

STANDARDS ALIGNMENT

- Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea. (11-12.RN.2.2)

LAUNCH (5 MINUTES)

Hello friends! Yesterday we engaged in a lesson meant to help us gain a national lens for language justice. Today we are going to engage in the same type of work. We are also going to begin to build our tools of comparative analysis as we monitor for similarities and overlaps between the law we will study today and the legislation we learned about in our prior class.

In today’s work, we will examine a law named the Every Student Succeeds Act or ESSA for short.

The critical idea for you to understand is that the ESSA legislation advances equity by

upholding protections for disadvantaged and high-need students while simultaneously requiring that schools teach to high academic and linguistic standards.

Let's examine that phrasing a little further. In your copy of the definition, please circle the vocabulary used to identify groups of students, such as "disadvantaged" or "high-need" students. Think to yourself for a moment about what these words mean. Who are they meant to describe?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- When we are referring to disadvantaged students, we are indicating any student who has a significant lack of access to a great education due to numerous factors. These factors might include language, socio-economic status, medical disability, or social emotional needs. For these students, a lack of access can negatively impact their educational experience.

What do you think is meant by the phrase "high-needs students"?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- A student who is high-need is one who requires extra support. This support can look extremely different from one to another, but it is more than the baseline support levels provided in classrooms.

Let's continue to examine how this law correlates to IDEA and how this legislation continues the pursuit of language justice.

READING ALOUD / ENGAGE (15 MINUTES)

In today's lesson, we are going to dive into ESSA law. Remember, laws are chunked into sections that contain similar and relevant ideas or information, similar to sections in an article or chapters in a book. The names of each portion of legislation can differ depending on where the legislation was written. The ESSA legislation has 8 of these sections, and each of these are called Titles. We are going to focus on Titles I and III.

Let's begin in Title 1, Section 1401, subsection a, clauses 1 and 2. The name of this title is Purpose and Program Authorization, so we know that the information in this section will give us a general idea of the intention of the law.

Read clause 1 through clause 2 (see below for stopping point):

"...to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment."

Class, what does the word "institutionalization" mean in this context?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- We often hear “institutionalized” in the context of an individual being forced to reside and conform to the ways of a larger acting force.
- In the context of schooling, this word might suggest that students are expected to conform to the expectations of their schools. However, the law indicates that this is not intended to be their endpoint.

We are now focusing on the “purposes” subsection as it is important for us to understand the intent behind the law. Laws can always be used to suit the purpose of those who understand them, but the truth behind the intention of its creation gives us insight into what our elected officials and larger community held important at the time of its creation.

Let’s begin in Section 3102 subsection a, clause 1.

Read: “The purposes of this part are--

(1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English...”

This is the first section one would read when they begin in this section. Why would lawmakers include the phrase “including immigrant children and youth” in their opening wording?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- When laws include general populations of people, the case can be made to include or exclude specific populations. In the case of this law “immigrant children and youth” was an amendment made to clarify that this population still has rights to equitable education.

Read: “(2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet...”

What do we believe that “high levels in academic subjects” would mean?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

1. The law indicates further down in the clause that the state standards are the measuring point thus states should be responsible for determining academic success.
2. The language “high levels” could be open to interpretation (grades, overall GPA, passing vs. failing a class, etc.)

Let’s continue to read the rest of section 3102.

Have students independently read subsections 3-5.

DISCUSS (10 MINUTES)

Yesterday, we read ESSA, and today, we examined IDEA. Let’s analyze the interconnectedness of these mandates in regards to language justice. First, I want to ask us to consider:

In what convergent or divergent ways do these laws ensure equitable access to education and language support for multilingual learners?

Exemplar Responses:

1. In both ESSA and IDEA the legislation emphasizes the importance of appropriate and adequate educational support. The legislation works to do this through the promotion of equity and inclusivity within the school setting. IDEA and ESSA also both indicate that high school is not the ultimate objective for the students that these laws serve; the language and phrasing of the legislation directly states that students should be prepared to live a fulfilling life as members of their communities
2. While both laws advocate for equity in education, the legislation works in tangential ways. IDEA focuses on ensuring the rights of students with disabilities are upheld. This legislation focuses on ensuring that accommodations and supports foster the success of students with disabilities. Multilingual learners may qualify for support under this law if they have a qualifying disability, but the IDEA legislation does not inherently focus on this student population. ESSA, on the other hand, works to provide opportunities to all children. Legal status and language barriers do not exclude students from protection under this legislation.

Now that we have examined the intersection between these two mandates, let’s begin to push ourselves to reflect within our own context.

How might schools and educators effectively address the unique needs of students who require language support and special education services?

Supplemental Questions:

- *How does ESSA law contribute to language justice by addressing the language needs of English learners?*
- *How does IDEA law promote language justice for students?*
- *How do these laws work together to ensure that language access is provided to students with diverse linguistic and learning needs?*
- *How can schools foster collaboration between all stakeholders in a students' education to ensure that comprehensive support is being given?*

WRITE (10 MINUTES)

You will now respond to this question individually in your own writing.

According to these two laws, what are some key actions that educators and schools should take to meet their legal obligations to support students with diverse learning needs?

In your response, include direct actions that stakeholders may take in order to uphold these legal requirements.



EXIT TICKET

1. **According to ESSA law, what is a key aspect of language justice?**
 - a. Declaring a single language dominance in educational settings.
 - b. Disallowing multilingual learners (MLs) to participate in general education setting.
 - c. Reducing support for multilingual learners in the classroom.
 - d. Recognizing the importance of effective communication for all students.
2. **How does the ESSA law address the language needs of multilingual learners?**
 - a. By providing comprehensive language support programs and resources.
 - b. By discouraging the use of students' native languages.
 - c. By creating separate educational tracks for MLs with disabilities.
 - d. By excluding MLs from receiving special education services.
3. **In part A, section 3102, subsection 4 states “to develop and enhance their capacity.” What does this phrase indicate is required of all educational stakeholders?**

Exemplar Response:

Educational stakeholders should take time to learn about multilingual learners, about the best ways to support multilingual learners, and about how they should support them in classes. By learning and training for this, educational stakeholders can support more students effectively.

9-12 | Lesson 3



LESSON 3

TEXT TITLE

Indiana English Learner Program (ELP) Rule (Indiana Administrative Code Title 511, Article 6)
REPA Copy

[Indiana EL Program Evaluation Toolkit](#)

TEXT MAIN IDEA

The ELP rule delineates the guidelines for the educators who are supporting multilingual learners. Students who are still learning a school's primary language should have additional support and services provided to them. These supports and services help them to engage fully in the educational environment. These supports and services should be both academic and linguistic, and they should include all relevant stakeholders. These supports and services should be delivered by a qualified professional who meets basic requirements and who has been trained in supporting this special population. The rule includes guidelines as to what qualifies someone to teach in Indiana and what additional qualifications are needed to support multilingual learners.

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

CONTENT OBJECTIVE

By engaging in this lesson, students will know/understand that...

- Indiana has legislation that outlines how schools identify MLs, determine proficiency levels, the programs students are enrolled in, and how progress and accountability for these students are measured.

LITERACY OBJECTIVE

By engaging in this lesson, students will strengthen their ability to...

- Evaluate how texts can relate to real-world scenarios.

STANDARDS ALIGNMENT

- Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning. (11-12.RN.4.1)

LANGUAGE OBJECTIVE

By engaging in this lesson, students will be able to use language to...

- Justify an argument based in observation and textual evidence.

LAUNCH (5 MINUTES)

Teacher Note:

- Consider providing students with this Do Now to build background: Students can skim this Chalkbeat article to begin thinking about what it means to be a “qualified teacher and the educational professionals students have access to in their schools. [Indiana Schools Struggle to Hire English Learner Teachers](#). As students skim the article, they should think through the implications of the lack of qualified professionals. Time permitting, students can share their noticings from the article.

Hello class! Today, we are going to move from reading national legislation to exploring the policies that support language justice here in Indiana. Specifically, today we will work to understand what the Indiana REPA requirements say about how a school can support multilingual learners. REPA stands for Rules for Educator Preparation and Accountability. These guidelines govern who is allowed to teach in schools and what they are allowed to teach/support in.

The REPA guidance ensures that MLs in Indiana have their individual needs met through teacher qualification and identification, teacher and staff development, and assessment and accountability.

Let's begin to dive into this legislation to see what schools around our state should be doing to support their MLs. Specifically, we will discuss what kind of teachers should be providing services for multilingual learners.

READING ALOUD / ENGAGE (15 MINUTES)

First, let's look at Article 6, Section 42. In Section 42, we will investigate 511 IAC 15-6-9.

Read:

“511 IAC 15-6-9 Teachers of English Learners Authority: IC 20-28-2-6 Affected: IC 20-28 Sec. 9. (a) If the department determines an applicant meets: (1) the requirements under the following: (A) 511 IAC 15-1-1; (B) 511 IAC 15-3-1; (C) 511 IAC 15-4-1; or 34 (D) 511 IAC 15-5-1 to be eligible to serve students who are English Learners; and (2) all other applicable requirements under this title; the license shall list “Teachers of English Learners” as a content area. (b) The holder of a license with Teacher of English Learners is eligible to teach English Learners in the school setting listed on the license.”

Subsection 2 states: “The license shall list ‘Teachers of English Learners’ as a content area.” What actions can you infer that teachers must take to be able to have this license?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- Teachers must attend a college or university to get this license and then they have to also take a test to demonstrate their readiness to teach English learners.

If I were to read this for the first time, I would immediately want to go explore the other applicant requirements to be able to teach multilingual learners. Those requirements are: (A) 511 IAC 15-1-1; (B) 511 IAC 15-3-1; (C) 511 IAC 15-4-1; or 34 (D) 511 IAC 15-5-1 as listed in the law. Let's take a further look at (A) 511 IAC 15-1-1).

Teacher's note: You won't need to read this section. Instead let students use the skills of text navigation and skimming to infer what this article is about.

After looking at this article, we can determine that the topic is about elementary education and the requirements to be an elementary teacher in the state of Indiana. The additional articles mentioned in the ELP indicate the baseline requirements that teachers must have at each level in the state of Indiana in order to teach English language learners. We can conclude that teachers who support multilingual learners must be qualified for whatever grade levels and subjects they support, in addition to supporting multilingual learners specifically.

Next, let's look at the Indiana Department of Education's EL Program Evaluation Toolkit. This state guideline indicates what an effective EL program should look like.

Read: English Learner Programs: Why Evaluate?

We know that English Language learners are entitled to instructional programming which supports their language and academic needs. How does this section of the toolbox relate the local practices to federal law?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas.

DISCUSS (10 MINUTES)

We have briefly investigated the ELP legislation as well as IDEA and ESSA law. Let's work to identify the convergent ways in which these laws work.

How do the IDEA law, the ESSA law, and the Indiana ELP legislation work together to support the education of multilingual learners in schools?

Exemplar Response:

- The IDEA law, the ESSA law, and the Indiana ELP legislation work in tandem to provide holistic and comprehensive support for multilingual learners. The Indiana ELP legislation works to outline the requirements and guidelines for ELP programs specifically i

the state of Indiana. This legislation includes identification procedures, assessment practices, and instructional strategies best suited for supporting multilingual learners. While the Indiana ELP legislation works locally, the IDEA and the ESSA laws focus on national implications. The IDEA law works to withhold the rights of students with disabilities who might include multilingual learners. The ESSA law focuses on the promotion of educational equity and student outcomes. In coordination, these laws frame how students are identified, supported and educated.

Supplemental Questions:

- *How does the ELP legislation build upon the framework of national legislation?*
- *What strategies or recommendations are encouraged to support multilingual learners in the learning environment?*
- *How does the ELP legislation work to help identify English Language learners and their developmental needs?*

WRITE (10 MINUTES)

We talked about how the laws worked in tandem. Now, let's now take time to craft a response to this question:

What unique role does each of the laws that we studied play in advancing these common ideas?

Example Response:

- While all of the laws work to support equity in education, each law works along different lines of emphasis. The Indiana ELP legislation specifically delineates requirement for schools within the state of Indiana. These specifications are not limited to types of licensing, types of programming, and ways to evaluate the language programming for students.

At this time, I want us to engage in some craft work with our writing. Please take some time to reread your response/draft. Look for opportunities to add or revise transition phrases. Pay extra attention to the beginning and end of paragraphs.



EXIT TICKET

1. **How does the Indiana ELP legislation align with federal laws such as the IDEA and ESSA in promoting language justice?**
 - a. By exempting English Language learners from federal education regulations.
 - b. By limiting the rights and opportunities of English learners in schools.
 - c. By providing additional funding for schools.
 - d. By ensuring English learners receive appropriate accommodations and support.
2. **What is the central purpose of the Indiana ELP legislation?**

Exemplar Response:

The work of the ELP legislation is to provide multilingual learners with equitable access to educational opportunities. The ELP legislation works to ensure equity by mandating the requirements for serving multilingual learners.



9-12 | Lesson 4



LESSON 4

TEXT TITLE

IDOE English Learning Guidebook 2022 Chapter 3; pages 15-24.

Teacher Note: The IDOE guidebook is updated yearly. The newest iteration will likely be available at the time of implementation of this curriculum. Page numbers will shift.

TEXT MAIN IDEA

The IDOE guidebook gives parameters for how and why students are identified as English Language Learners. Services and program models must be appropriate and adequate for the multilingual learners that schools serve. Chapter three of the guidebook indicates how schools are allowed to serve their students. The guidebooks outline the allowed program and instructional models, documentation requirements, and evaluation criteria that schools must implement in their support.

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

CONTENT OBJECTIVE

By engaging in this lesson, students will know/understand that...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

LITERACY OBJECTIVE

By engaging in this lesson, students will strengthen their ability to...

- Evaluate how texts can relate to real-world scenarios.

STANDARDS ALIGNMENT

- Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning. (11-12.RN.4.1)

LANGUAGE OBJECTIVE

By engaging in this lesson, students will be able to use language to

- Write a comparative analysis of multiple sources across multiple paragraphs.

LAUNCH (5 MINUTES)

Teacher Note:

As an optional Do Now to recall prior knowledge, students can create a list of services and supports mandated for multilingual learners that were named through the legislation previously studied. This list can be generated in the form of a brain dump.

Today, we will examine a document called the Indiana Department of Education EL Guidebook. These texts are published by our state's department of education to help guide best practices for all students. This specific text focuses on supporting multilingual learners. We will see this text again later in the unit, but today we are focusing on Chapter 3, which guides stakeholders in how they should directly serve their students.

We are beginning with Chapter 3 so that we can begin to draw connections between legislation and application. While we will return back to Chapter 1 at a later date, it is important to note that Chapter 3 highlights the specifics of what schools can do to support multilingual learners.

READING ALOUD / ENGAGE (15 MINUTES)

Read “Providing EL Services”.

Initially, I can see multiple references to legislation in the introduction of the chapter. I can then draw the conclusion that the authors of this guidebook want the readers to know that this is grounded in very serious legislation which is meant to be upheld.

Why would it be important to understand the intent of including these references to legislation?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas:

- The intended audience for this guidebook are the teachers, administrators, and policy makers within school districts. The authors of this text are letting them know that this work is backed and supported by laws which they can be held accountable under.

Read “ELD Program Models” (introduction only).

We aren't going to dive into the models for programs now. However, it is important to note that the programs must be delivered by a qualified EL teacher of record or teacher of service.

Read “EL Program Staffing and the EL Teacher of Record.”

After reading this paragraph, we know that the teacher who serves these students is one

who must have a formal license in supporting multilingual learners. I want us to consider this phrase “it is recommended that an EL ToR’s caseload not exceed thirty students.”

*Why is the word “recommended” significant in this sentence? **Call on students to pose their thoughts.***

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- Recommended does not mean that it is legally required. It is a very strong suggestion.

One thing that comes to mind for me when I think about the definition of recommendations and requirements, in this context, is that EL teachers can have more than thirty students on their caseload at one time. Consider what this would mean for the services that this one person can provide to their students. If you have ever been in a class of more than thirty students, you know that it can be very hard for the teacher to help and support you. EL teachers often have to serve their students while they are in the classrooms of other teachers such as co-teaching during a math class. With thirty kids, can you imagine how many classes and subjects those teachers would have to support? Perhaps this is why the text frames this support as recommended rather than required.

Read “English Learner Plans: Opting Out of Services.”

*For every student identified as an English Language learner, they should also have an English learner plan or an ELP. What should be included in this plan? **Call on students.** Right, there should be program models, EL teachers of record and service, curriculum used, and additional details regarding EL services in the ELP.*

Read “EL Access to Core Content Area Instruction: Indiana English Language Development Standards.”

We have seen through the exploration of legislation that all students have a right to an appropriate and adequate education. What system or tool should schools use to help bridge the academic work with the language work?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- According to the text, schools should be using language development standards. Indiana uses the WIDA standards which are concentrated into five categories: 1. Social and instructional language; 2. Language of language arts; 3. Language of mathematics; 4. Language of science; and 5. Language of social studies. Teachers should be using these standards to help plan their lessons when they are supporting multilingual learners.

DISCUSS (10 MINUTES)

Given that the focus of this unit is on language justice, I want us to answer this question:

How does Chapter 3 of the IDOE guidebook work in cooperation with legislation to help promote language justice?

Exemplary Responses:

- Chapter 3 of the IDOE EL guidebook covers topics such as documentation, qualification of services, and measurements of program success. The parameters for each of these topics and the various other guidelines promoted in this chapter are rooted in the legislation indicated such as ESEA, Lau v. Nichols, and IDEA. While the guidebook gives recommendations to educational stakeholders, it also roots its central position in ensuring that the rights and needs of multilingual learners are met.

Supporting Questions:

1. *What specific mandates does the guidebook state that schools must follow?*
2. *How can educators use the information in the guidebook to support their classroom practices?*
3. *How does the guidebook support diverse multilingual learners such as those who qualify for special education services and those who are new to the country?*

WRITE (10 MINUTES)

Thank you so much for our engaging discussion! We are now going to have a chance to engage deeper into this topic individually.

How can schools use the guidebook to help guide and improve their practices?

Example Response:

- Stakeholders and policymakers can use the guidebook to begin to assess the effectiveness of their language programming. Chapter 3 clearly indicates what is allowed for language support and instructional modeling; by referring to this chapter school districts can ensure that they are meeting and upholding the rights of the multilingual learners they serve. Furthermore, the IDOE guidebook shares resources in chapter 3 which schools can use to monitor language acquisition for multilingual learners such as the WIDA language standards. If all stakeholders were familiar with these standards, instruction across an entire school could potentially help serve all learners instead of relying on only the EL teachers.



EXIT TICKET

1. Why would the authors of the IDOE EL Guidebook choose to include the excerpt from the Office of Civil Rights and Department of Justice’s “Dear Colleague” Letter in Chapter 3?

Example Response:

The inclusion of the excerpt enhances the authority of the guidebook by tying the text to a letter from the Office of Civil Rights. When individuals discuss the Office of Civil Rights, it is often with reverence and respect. The inclusion of the letter also works to lend urgency to the work of supporting multilingual learners. Stakeholders who read this excerpt will draw parallels between this work and work rooted in equity and justice.



9-12 | Lesson 5



LESSON 5

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

TASK

The task that students will fulfill through this lesson is...

- Analyze the impact of legislation on language justice.

CONTENT FOCUS

By engaging in this lesson, students will demonstrate their knowledge/understanding that...

- Legislation can work as an aid in promoting equity and in tandem with one another to target humanitarian issues.

SKILL FOCUS

By engaging in this lesson, students will demonstrate their ability to...

- Analyze how various texts relate to one another and function in correlation to one another.

STANDARDS ALIGNMENT

- Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem. (11-12.RN.4.2)

LAUNCH (5 MINUTES)

Teacher Note:

- Consider providing students with this Do Now to build background:
 - ◇ Ask students to explain how historical injustices have impacted current practices within society. They must use a minimum of 3 vocabulary words in their explanations and reference at least one of the previously read legislations.
 - ◇ You might provide sentence stems/starters for students who need additional support.
 - ◇ You might also challenge students to include how two pieces of legislation (previously studied) work together to impact current practices.

For today's lesson, we will be reading an article from an organization called 'Chalkbeat' called "Indiana English learner students face teaching staff shortage." Has anyone heard of this journalism source? Chalkbeat is a news outlet dedicated to following education. In this article, we will examine how many districts are failing to meet federal guidelines for

supporting multilingual learners. We will then examine how the information in this article and the information in prior articles depict the educational landscape of Indianapolis. Let's begin.

READ ALOUD/ENGAGE (15 MINUTES)

Have students read the text independently first for 10 minutes. Then, call on students to read aloud the following lines. After students have read, ask students to discuss the meaning and significance of each line.

“The text discusses.....all students”

- These lines serve to highlight the importance of equity in education.
- They also draw similarities between the current mandate for multilingual learners and previous mandates, such as the integration mandate that we read in Lesson 1.

“The mandate highlights...regardless of their language background.”

- These lines emphasize the importance of recognizing the diverse needs of students.
- These lines highlight that language background is not a barrier to a quality education.

“The legal obligationstudents reach their full potential.”

- These lines emphasize that targeted support and instruction promotes equity.
- They further explain that schools have a legal obligation to provide students with necessary supports.

DISCOURSE (10 MINUTES)

You are now going to work in groups to think through a set of questions. You don't have to draft full responses just yet, as you will do that during a later portion of today's lesson. Your objective is to think through these questions collaboratively.

During this time, students should work in groups to brainstorm answers to the following questions:

- *What is the central idea of the text?*
- *What common themes have we seen throughout the texts we have read thus far? How do those themes relate to this text?*
- *How does the author of Chalkbeat's article construct their argument?*
- *What similarities legally are occurring between contemporary educational issues and prior mandates we have seen in other texts?*

WRITE (10 MINUTES)

You are now going to take time to craft your individual responses to the questions: [Exemplars are included beneath each question]

What is the central idea of the text?

- *The central theme is that Indiana is finding it difficult to meet the federal mandates for the English learner programs. Specifically, staffing continues to be an issue. The lack of adequate staff could potentially lead to an inequitable and unjust education for multilingual learners.*

What common themes have we seen throughout the texts we have read thus far? How do those themes relate to this text?

- *While we have engaged with a number of texts, we continue to land on the systemic discrimination of the educational system. Policy has both been created to support equity and to encourage disequity depending on the politics and on the context of the time. This text specifically engages the audience in a discussion regarding the validity and equity of programs for English language learners in the state of Indiana.*
- *Throughout the texts, we have read about the determination and perseverance of people of color even in the face of educational inequity. When Black people settling in Indiana were not allowed to attend schools, they created their own. English language learners in the educational system have continued to matriculate despite having inadequate support and teachers who are not qualified, whether due to a teacher shortage or due to a breakdown in school support.*

How does the author of Chalkbeat's article construct their argument?

- *The author appeals to both pathos and logos through the use of data and specific teacher quotes. By rooting the argument in data, the author is able to appeal to the logical side of their audience. Readers can identify with the fact that there are $\frac{1}{3}$ of district schools and $\frac{2}{3}$ of charter schools across the state that do not have any qualified teachers to support multilingual learners at all. Furthermore, the author uses the percentage point drop in reading scores to emphasize the need for teachers in this field. Additionally the quotes from teachers such as Sara Holmes lend humanity to the issue and allow for reader to connect with an individual.*

What similarities legally are occurring between contemporary educational issues and prior mandates we have seen in other texts?

- *The text discusses a federal mandate requiring all schools to provide adequate English language support and instruction to all English Language learners. This mandate is rooted in equity such as the mandate we previously explored ordering that Indianapolis Public Schools (IPS) integrate and provide great education to all students. Previously the state had to intervene to enforce compliance with the equity issue in IPS. During contemporary times, we can see the need for equity enforcement amongst students who need English support.*



EXIT TICKET

1. What is the most likely reason that the author of “Indiana English learner students face teaching staff shortage” includes the table of statistics from the Indiana Department of Education?

The statistical table likely served to enhance the author’s central argument through the inclusion of factual data. The data table is easily accessible to readers and allows them to better understand the magnitude of the staffing shortage. The table also includes recognizable names of schools which would help a reader connect emotionally to the issue.

2. How does the author’s use of anecdotes from educational professionals support their argument?

The anecdotal stories personalize a story which many readers may not be able to readily connect with. While the author can make claims rooted in evidence, supporting those claims with anecdotal evidence reinforce the argument. The story not only acts to engage readers, but it also develops context within the article. Readers can understand the words of the educator.

9-12 | Lesson 6



LESSON 6

TEXT TITLE

IDOE English Learning Guidebook 2022 Chapter 1; pages 4-8.

Teacher Note: The IDOE guidebook is updated yearly. The newest iteration will likely be available at the time of implementation of this curriculum. Page numbers will shift.

TEXT MAIN IDEA

The IDOE guidebook gives parameters for how and why students are identified as English Language Learners. Identifying the support a student needs and providing that support should be based in best practices and rooted in equity. Chapter one of the guidebook revisits the legal definition of a multilingual or English language learner. The chapter also passes back through key legislation that have helped shape the parameters and framework for identification, placement, and support of multilingual learners.

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

CONTENT OBJECTIVE

By engaging in this lesson, students will know/understand that...

- In Indiana, the guidelines for identifying and supporting MLs are directly related to federal guidelines.

LITERACY OBJECTIVE

By engaging in this lesson, students will strengthen their ability to...

- Draw connections between various real-world texts.

STANDARDS ALIGNMENT

- Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning. (11-12.RN.4.1)

MODEL OR SHARED WRITING (10 MINUTES)

Teacher Note:

- Consider providing students with this Do Now to build background: During the Do Now portion of the lesson, have students preview, generate questions, and formulate a prediction of the text in alignment with the SQP2RS strategy of reading support for learners. Students can refer back to the Do Now throughout the text to guide them in their analysis.
- During the Survey box, students are previewing the text in 1-2 minutes to ideate about what they will learn. They should look at the titles, headings, and read the first 1-2 paragraphs. They can then respond in the student response section to hypothesize what they think they will learn about.
- Then, students can work independently or in groups to formulate 2-3 questions that they think the text will answer.
- Finally, students can work to create 3-4 predictions about the text's central idea. These should relate to the questions.

SQP2RS	Student Response
Survey	
Question	
Prediction	
Read and Respond	
Summarize	

Today's text will review previously learned legislation, introduce new legal parameters, and connect how they all work in Indiana specific policy.

It is important to note that legislation is the foundation of the educational ecosystem. Public schools must adhere to legally-binding provisions. Every state also has a department of education whose job it is to uphold these laws and enforce them within the various schools. States set guidelines for public schools that they support. In Indiana, we have guidebooks which lead educators and administrators and all stakeholders through what is expected and allowed within the scope of a school. Let's introduce ourselves to the IDOE English Language learner guidebook. This is the guide that schools should use to understand how they should be supporting multilingual learners in their districts.

READING ALOUD / ENGAGE (15 MINUTES)

Teacher Note:

- You can use the Read and Respond section of the Do Now paper to engage students in a think, write, share, revise cycle throughout this engagement section.
- Prepare for the “target phrases” introduction by having the definitions pre-written and visible for students.

*Before we read, I want us to consider four target phrases which you will need to use to both analyze and conceptualize what we will be working on today. These phrases are **language justice**, **linguistic diversity**, **educational equity**, and **cultural responsiveness**. We already have a definition for language justice on our unit note catcher. Let’s look at the definitions for the other terms.*

- **Linguistic diversity:** *The broad way in which people communicate as it relates to language.*
- **Educational equity:** *the fairness and access to opportunity within education.*
- **Cultural responsiveness:** *The ability a person or organization has to learn about, accept, and value those with different beliefs and cultures.*

Examine these definitions for one minute and think to yourself about where these have shown up over the course of the unit thus far. In one minute, you will share your thoughts with a partner.

Launch students into the turn and talk/partner share. Listen for students to begin to build the bridge between previously learned legislation and what they will be discussing today.

I heard many of you state_____. What I want us to realize is that these broad terms refer to some of the important, positive outcomes that we want to see happen as a result of excellent multilingual education. You might see these terms appear again throughout today’s lesson.

Read “An Introduction to English Learners in Indiana.”

In lines 1-3, What vision is the Indiana Department of Education setting for educators in the state?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as: The state believes educators should provide an equitable experience for English language learners and that supporting these learners is an essential part of the goals of the state.

Let’s dive into paragraph 2. “Over 129,000...”

Why would this data be significant for educational stakeholders to have at the beginning of this guidebook?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas.

Let's look at this line: "Whether a local educational agency (LEA) has one EL or thousands, they are obligated to meet certain federal requirements for their students."

What is the significance of the word "obligated" in this context?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- In this context, the word "obligated" helps us to understand that these requirements are not optional for schools; there are laws which mandate their practices. If schools do not follow the laws, there could be consequences.

Read through *Lau v. Nichols* (1974).

This is a court case that we will examine further in a later lesson. Why is this case relevant to those of us sitting in Indiana classrooms?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- Providing multilingual learners with exactly the same materials, teachers, etc. as everyone else is not equitable. When schools do this they are potentially prohibiting a student to access an equitable education because those students might not have proficiency in the language

Read through *Castañeda v. Pickard* (1981).

This case helped to develop a three-pronged test that states should use to evaluate school programming. Does having a standard measurement of effectiveness help promote equity? Why/Why not?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- Schools still have a lot of freedom to choose the programming that they want to.
- When you root programming in approaches that are proven or tested by "experts" in the field, it helps to ensure that students receive a high quality of supports.
- Because the three prongs are so broad, an argument can be made to continue with a number of programs and/or systems even if they are not producing results.

Read through the end of the document.

One really big idea that I'm walking away with from this document is that schools choose how they will support their population of learners.

DISCOURSE (10 MINUTES)

Teacher Note: Consider dividing students into small groups to allow more rounds of discussion from each participant.

Let's think through the text again now together and begin to apply this knowledge to our larger unit.

What key practices/principles were mentioned in the IDOE Chapter 1 that help to promote language justice?

Exemplar responses:

- The text emphasizes the importance of access and how schools should support access by supporting the linguistic needs of students. In this way, schools are cultivating educational equity.
- In Chapter 1, there is a strong push for schools to rely on data-driven and expert tested practices. By doing this, schools put resources towards what is most beneficial for these students.
- Throughout Chapter 1, the IDOE indicates the importance of a differentiated instructional approach. Students should be receiving what they need and what will help them have the best possible educational experience.

Supporting Questions:

1. *How does the IDOE state that schools must measure the equity of their practices for multilingual learners?*
2. *According to the guidebook, is it equitable for multilingual learners to always receive the same support as everyone else in the classroom?*
3. *Does the guidebook say anything about schools needing to be culturally responsive?*

WRITE (10 MINUTES)

Individually, you will now have a chance to reflect further on today's lesson. Our question for today is:

In what ways does Chapter 1 of the IDOE guidebook indicate a relationship between law, language justice, and the actions that occur within a school? Include specific examples in your response.

Exemplar Response:

Chapter 1 of the IDOE guidebook underscores the relationship between the law and language justice through addressing the legal obligations that the state has to support multilingual learners. The guidebook emphasizes the federal laws such as the Equal Education Opportunities Act (EEOA) and the Every Student Succeeds Act (ESSA) that mandate the responsibilities schools have to these learners. An inclusive learning environment has to be created for students and the chapter emphasizes that this work must be done through culturally responsive practices such as sending home parent communication in the most appropriate language, tailoring the instructional protocol to match the linguistic profile of each student, and celebrating the various experiences of the diverse learners. These all serve as a framework for explaining how law becomes application when supporting language justice initiatives and educational settings.



EXIT TICKET

- 1. Which of the following practices aligns with what the IDOE ELL guidebook chapter 1 indicates as an inclusive approach?**
 - a. Placing all multilingual learners into the same courses and with the same teachers.
 - b. Promoting and valuing different languages.
 - c. Sending home all parent notifications in English so that parents can engage with the school.
 - d. Using only class materials for ELLs which were created by a teacher without being expert reviewed.
- 2. Which of the following reasons best describes why the IDOE includes data within the first few paragraphs of the guidebook?**
 - a. The data indicates the level of need for supporting multilingual learners in schools.
 - b. The data explains why the guidebook has been created.
 - c. The data aligns with each law and the reason that the laws were passed.
 - d. The data helps to prioritize academic achievement.

9-12 | Lesson 7



LESSON 7

TEXT TITLE

Mendez v. Westminster (1947); Mendez v. Westminster case summary
Lau v. Nichols (1974); Lau v Nichols case summary

TEXT MAIN IDEA

Mendez v. Westminster (1947)	Lau v. Nichols (1974)
Mendez v. Westminster is a court case which challenged the racial and/or ethnic segregation in public schools. The ruling set the precedent for further desegregation of schools. The case found that segregation violated the constitutional rights of the 14th amendment under the equal protection clause.	Lau v. Nichols is a court case which established legal precedent for appropriate and adequate support. The ruling established the legal precedent for enforcing the appropriate and affirmative actions schools must take for supporting multilingual learners. This ruling found that the denial of English language services to multilingual learners violated the equal protection clause of the 14th amendment.

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

CONTENT OBJECTIVE

By engaging in this lesson, students will know/understand that...

- Initiatives and policies can be developed across multiple iterations of legislations.

LITERACY OBJECTIVE

By engaging in this lesson, students will strengthen their ability to...

- Identify and examine similar trends across contexts.

STANDARDS ALIGNMENT

- Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea. (11-12.RN.2.2)

LAUNCH (10 MINUTES)

Teacher Note:

- Consider providing students with this Do Now exercise: Have students watch the video Voices of History: Sylvia Mendez to hear about one of the cases they will be discussing from the perspective of a member of the family of plaintiffs.
- After watching the video, students can stop and jot their reflections on the video. Potential questions to ask might be...
 - a. How did language inequity affect the life of Sylvia Mendez?
 - b. Did the experiences related by the narrator mirror the experiences of any other racial/ethnic group in history?
 - c. What new perspectives were presented to you while viewing this video?

In our last lesson, we started examining legislation that guides practices within schools. We are now going to begin to look at specific cases that not only have set precedents for legal decisions, but that have also significantly impacted our current educational landscapes.

Throughout your lesson today, you will be working in groups to examine one of two focus cases. While reading, your group will be examining how this particular case has helped promote language justice. You will then infer which pieces of legislation might have been affected by each case.

READ ALOUD/ENGAGE (15 MINUTES)

Teacher Note: At this time, pass out the assigned case to each group and the case summaries. Consider assigning the following roles to students:

- **Reporter:** Responsible for verbally reporting the groups findings to the class.
- **Recorder:** Responsible for synthesizing and consolidating ideas into written format on poster/digital workspace.
- **Timekeeper:** Responsible for keeping track of time and maintaining pace.
- **Focus Minder:** Responsible for redirecting off task behavior/divergent conversations.

I will model with you all how to begin to navigate your case examinations. You all have one copy of a summary of the law. Let's all begin there. You will first read the summary to identify the central idea of each case. Let's take two minutes now to read.

Have students read and then report on the central idea of each case. Once the class is aligned across all the groups, have students write the central idea on a poster or digital workspace.

Now, you will begin to work through the court cases as groups. As you read you will need to answer the following questions and find the following information:

- *What did the court rule in each case?*
- *What principles of language justice are evident in each case?*
- *What legislation have we examined which might have been influenced by this case?*
- *How did the case specifically aid in language justice work?*
- *What impact of this case do we see in our educational contexts today?*

DISCUSS (10 MINUTES)

What specific language-related inequities were addressed in each case, and how did the court rulings aim to rectify them?

Example Responses:

- *In Mendez v. Westminster, the inequity addressed was largely the issue of segregation. This segregation was conducted based on the linguistic backgrounds of the students. The court ruled that this was unconstitutional. According to this ruling, the court confirmed that all students should have equitable access to education regardless of language background.*
- *Lau v. Nichols presented an inequity resulting from lack of access and support. Students in the San Francisco School District were not provided with appropriate language instruction. The court ruled in favor of the students and affirmed the principle of non-discrimination in regards to language background.*

DISCUSS (10 MINUTES)

In what convergent ways do the two court cases address language justice and language equity in the educational system?

Exemplar Response:

Mendez v. Westminster (1947) and Lau v. Nichols (1974) address disparities in language equity by emphasizing the importance of language access. In Mendez v. Westminster, an emphasis was placed on ending the segregation of students based on language. Lau v. Nichols also affirmed the rights of Multilingual Learners by addressing inequitable language

supports blocking educational access. Both laws advocate for equal educational opportunity, fight against discriminatory practices, and uplift the importance of educational support.



EXIT TICKET

1. What were the implications of the *Lau v. Nichols* and *Mendez v. Westminster* for multilingual learners?

In Lau v. Nichols, the court ruling ensured that students identified as multilingual learners must receive instruction to assist in English language proficiency as well as academic instruction. This is an essential practice as much of our society's language is done in English. By providing instruction in English, students are given an opportunity to have access in their communities beyond school. Mendez v. Westminster ensured that segregation on the basis of language did not continue. This discriminatory practice was found to be in violation of the rights of students and forced schools to share resources with multilingual learners which would have typically been withheld.

2. How did *Lau v. Nichols* and *Mendez v. Westminster* differ in their pursuit of language justice?

- a. *Lau v. Nichols* fought inequitable funding and *Mendez v. Westminster* fought segregation.
- b. *Mendez v. Westminster* focused on language segregation while *Lau v. Nichols* focused on educational support.
- c. *Mendez v. Westminster* fought for the rights of teachers while *Lau v. Nichols* fought for the rights of students.
- d. Both laws fought language justice in the same way.

3. In both cases, the word “allegation” appears. Which of the following meanings best represents the use of the word?

- a. Promises
- b. Witness
- c. Claim
- d. Defense



9-12 | Lesson 8



LESSON 8

TEXT TITLE

Castaneda v. Pickard (1981) and Plyler v. Doe (1982)

TEXT MAIN IDEA

Castaneda v. Pickard (1981)	Plyler v. Doe (1982)
The Raymondville Independent School District in Texas was not providing adequate language support for non-English speaking students. These students were primarily of Mexican origin. Castañeda v Pickard established a three-prong test used to evaluate language programs. This legislation set a legal standard for the quality of educational programming for multilingual learners.	A state law in Texas denied funding for the education of undocumented children in public schools. The state ruled that the denial of funding was in violation of the Equal Protection Clause of the Fourteenth Amendment. All children deserve equal educational opportunity regardless of legal status.

ESSENTIAL QUESTION

What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

CONTENT OBJECTIVE

By engaging in this lesson, students will know/understand that...

- Initiatives and policies can be developed across multiple iterations of legislation.

LITERACY OBJECTIVE

By engaging in this lesson, students will strengthen their ability to...

- Identify and examine similar trends across contexts.

STANDARDS ALIGNMENT

- Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea. (11-12.RN.2.2)

LAUNCH (5 MINUTES)

Teacher Note:

- Consider providing students with this Do Now to build background: Have students watch this [video](#). In this video, participants will hear about one of the cases they will be discussing from the perspective of a member of the family of plaintiffs.
- Divide students into groups. Some groups will examine the Plyler v. Doe (1982) case while other groups will examine Castaneda v. Pickard (1981).
- Provide each group with larger poster paper or a digital collaborative workspace. They will present their findings to a group working on the other case.

We are now going to continue to look at specific cases that not only have set precedents for legal decisions, but that have also significantly impacted our current educational landscapes.

Throughout your work today, you will work in groups to examine one of two focus cases for today's class. While reading, your group will examine how this particular case has helped promote language justice. You will then infer which legislation might have been affected by each case. This lesson will follow the format of yesterday's work.

READING ALOUD / ENGAGE (15 MINUTES)

Teacher Note:

At this time, pass out the assigned case to each group and the case summaries. Consider assigning the following roles to students:

- **Reporter:** Responsible for verbally reporting the groups findings to the class.
- **Recorder:** Responsible for synthesizing and consolidating ideas into written format on poster/digital workspace.
- **Timekeeper:** Responsible for keeping track of time and maintaining pace.
- **Focus Minder:** Responsible for redirecting off task behavior/divergent conversations

Let's begin today by watching two brief summaries of the laws before you dive into the case materials. We will start with Plyler v. Doe.

- *In what other law did we see the courts address issues of language support? If we saw this issue being addressed in earlier legislation, we can then infer that it will take multiple iterations of legal battle to rectify language justice.*

Now let's watch Castaneda v. Pickard.

- *I wonder if we have heard of the Castaneda test in any of our earlier discussions? If*

so, we can begin to see how legislation and cases tie together across time. Courts rely on earlier decisions and legal rulings to determine what actions they should take.

Have students read and then report on the central idea of each case. Once the class is aligned across all the groups, have students write the central idea on their poster/digital workspace.

Now, you will begin to work through the court cases as groups. As you read you will need to answer the following questions and find the following information:

- 1. What did the court rule in each case?*
- 2. What principles of language justice are evident in each case?*
- 3. What legislation have we examined which might have been influenced by this case?*
- 4. How did the case specifically aid in language justice work?*
- 5. What impact of this case do we see in our educational contexts today?*

DISCUSS (10 MINUTES)

Our discussion protocol is going to look different today. Instead of discussing the whole group, you are going to participate in a carousel. Each group will present the findings of their research with the class. We will then move directly into our writing prompt.

Teacher Note: Monitor and push students to answer/state all aspects of questions 1-5.

WRITE (10 MINUTES)

What are the key similarities and differences in how the courts addressed language access and educational equity for multilingual learners in *Plyler v. Doe* and in *Castaneda v. Pickard*?

Exemplar Response:

*In both cases, there was a recognition of the importance of providing language access. This access includes educational opportunities for all learners including multilingual learners. The courts acknowledge in both cases that language barriers may minimize a student's access to a quality education. However, *Plyler v. Doe* uplifted the significance of providing educational equity to all students regardless of immigration status while *Castaneda v. Pickard* created a three-pronged test used to demonstrate the validity of educational programming for multilingual learners. Both cases drew upon differing legal backgrounds. *Plyler v. Doe* relied on the Equal Protection Clause of the Fourteenth Amendment while *Castaneda v. Pickard* leaned on the Equal Educational Opportunities Act. Both cases might have approached language access from different legal perspectives, however, they both addressed language access and educational equity.*



EXIT TICKET

1. Explain the three-pronged test established in *Castaneda v. Pickard*.

Example:

The Castaneda test is a result of the court's ruling in Castaneda v Pickard. The test establishes whether or not an ELL program is sufficient in supporting multilingual learners. The first prong of the test asks if the implementation program of the school is based on sound educational practices. The second prong of the test assesses whether or not the programming is being effectively implemented. The final prong asks if the programming is producing results.

2. Which amendment was invoked in *Plyler v. Doe*?

- a. First Amendment
- b. Fourth amendment
- c. Thirteenth Amendment
- d. Fourteenth Amendment



9-12 | Lesson 9



LESSON 9

TEXT TITLE

Abandoned Upon Arrival: Implications for Refugees and Local Communities Burdened By a U.S. Resettlement System That Is Not Working

Teacher's note: Have students read only the Case Study: Fort Wayne portion of the text, specifically from “The concern surrounding” until “they’re our kids once they are here.”

TEXT MAIN IDEA

The Committee on Foreign Relations was presented with this letter, which indicates that the federal and humanitarian obligations to the Burmese refugee population have not been met. Five of the elementary schools within the Fort Wayne portfolio have the highest population of refugee youth and are considered to have the lowest performing academic data. American parents are leading efforts to withdraw their children as they fear their academic progress is being hindered by the exploding population of refugee students. The city of Fort Wayne has accepted thousands of refugees but has not been met with adequate systemic support. The city has requested a halt on new refugees and has asked the federal government for support. In consideration of schools, this support is mandated by legislation such as IDEA and ESSA. Additionally, the school should have initiatives and systems in place to support multilingual learners. The letter presents various moments of tension within the community between the two populations. Various measures have been taken by Fort Wayne Community Schools to respond to this student population, however, the academic success of these students continues to fail.

ESSENTIAL QUESTION

What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

CONTENT OBJECTIVE

By engaging in this lesson, students will know/understand that.....

- Implication of language justice and law in local school settings.

LITERACY OBJECTIVE

By engaging in this lesson, students will strengthen their ability to...

- Evaluate arguments and determine whether the reasoning is valid.

STANDARDS ALIGNMENT

- Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning. (11-12.RN.4.1)

LAUNCH (5 MINUTES)

Teacher Note:

- Consider providing students with this Do Now to build background: Have students “brain dump” everything that they remember about the IDEA law, given that this is the legislation they will see in application today.

Today we are going to examine a case study from Indiana. This case study was presented to Congress in 2010 in an attempt to gain action regarding the refugee population rising in the United States.

As we continue today, I want you to view this case as though you are an educational policy maker. Continually ask yourself if you would find the reasoning of the Fort Wayne Community Schools valid. In addition, ask yourself: what adjustments would this school district need to make moving forward?

READING ALOUD / ENGAGE (15 MINUTES)

In small groups today you will read each copy of the letter. You will analyze the letter as a group. Keep in mind the following questions:

What parallels can be drawn between the needs of the refugees and the previous legislation we have studied?

Exemplar Response:

- The students who have been brought to Fort Wayne Community Schools are diverse in language and in background just as we saw in *Mendez v. Westminster*. While the students are allowed into the public school system, they are largely together, concentrated in three elementary schools. These students aren't being provided adequate support as indicated by their academic performance.

How has the school system addressed the equity issues to ensure meaningful access was provided?

Exemplar Response:

- The schools have been reactive in providing support. They state that they did not know that this population was being brought to them and have acknowledged that these schools with the largest refugee populations are at risk for being taken over by the state. In the letter, the Superintendent is indicating that they have indeed been diverting funds toward the support of these students. Pleas have also been made to the federal government for support.

Based on the legislation that we have analyzed, could the Fort Wayne Community School system be found guilty of not meeting the rights of the Burmese population?

Exemplar Response:

- Yes, Fort Wayne Community Schools could potentially be found in violation of student's rights especially when we consider the Castaneda test. While we do not have all of the information regarding the practices of the school, we do know that many of the schools where these students are concentrated are not meeting academic progress benchmarks. If the schools are correctly implementing practices that support the language development of these students, an argument could be made that they should then be seeing progress academically as well.

DISCUSS (10 MINUTES)

Let's discuss this case together. If you were a policymaker, what initiatives would you most want to help the school district to implement, in order ensure access and support for all students?

Exemplar Response:

- The school should begin a separate set of classes for the refugee students. These classes could be on Saturday's or done after school and they could be for both students and families. They might take the form of a 'boot camp' where families and scholars learn the basic requirements and expectations of schools in the Fort Wayne Community. Additionally, these courses could offer help in learning English. Families could learn together and begin to build a connection to the schools where the children will attend.

Supplemental Questions:

1. *According to the letter, what supports do the schools say that the students need?*
2. *Think of a time when you struggled academically. What helped you succeed?*

WRITE (15 MINUTES)

We are now going to take time to individually respond to our focus discussion question. In your responses, reference the specific laws which the school's policies must adhere to.

Exemplar Response:

As a policymaker I would implement a teacher training program with regular sessions that all teachers must attend. These trainings would be a part of the Fort Wayne Community Schools contract and teachers would have to show what they learn in the sessions being implemented in their classrooms regularly in accordance with the Every Student Succeeds Act. Teachers would take regular data measurements of their students' progress both academically and linguistically through the use of quizzes and tests. These training sessions would focus on how to build community with multilingual learners and the best ways to support and build literacy with multilingual learners. Teachers would use these methods to support ELL programming and development in correlation with the Castaneda Test.



EXIT TICKET

1. What does the inclusion of the case study about Fort Wayne say about the author's point of view in the letter?

Exemplar Response:

By including the case study of Fort Wayne, the author hoped to gain sympathy for the communities experiencing an increase in refugee populations. The inclusion of the narrative indicates that the author believes that the population of refugees in Fort Wayne is inciting issues within the community and stressing the existing systems and resources of Fort Wayne.



9-12 | Lesson 10



LESSON 10

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

TASK

The task that students will fulfill through this lesson is...

- Conduct a case analysis of a hypothetical case scenario.

CONTENT FOCUS

By engaging in this lesson, students will demonstrate their knowledge/understanding that...

- The legal obligations of school districts lie within the relevant federal and state laws.

SKILL FOCUS

By engaging in this lesson, students will demonstrate their ability to...

- Synthesize multiple sources of information to solve a problem.

STANDARD ALIGNMENT

- Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem. (11-12.RN.4.2)

LAUNCH (5 MINUTES)

Today, we will start to apply our previous learning about legal precedent and legislation! Everyone will get a chance to analyze a hypothetical case based right here in Indianapolis. It is extremely important to note that this is a fake case and it isn't based on any school here in Indianapolis. Your task will be to conduct a legal analysis, apply the three prongs of the Castaneda test, and apply legal precedent to the case. You can use the case summaries, case reports, and notes that we have accumulated over the course of this unit thus far.

MODEL OR SHARED WRITING (10 MINUTES)

Let's begin by reading the "background" section of our case for today. The background reads:

This is a hypothetical case in which a diverse group of students who are multilingual learners here in Indianapolis have not been provided with adequate support or accommodations. Many of these students have immigrated to the United States in the past year. Approximately 30% of students have arrived from Chile, 15% have come from Haiti, and an additional 10% have come from French Guiana. The remaining students were born here in the United States to families who speak a variety of languages. They will argue that their school has failed to meet its obligations under the federal and state laws examined throughout this unit.

Right away, reading the case background makes me want to recall the various texts we have explored. Class, help me recall what we might be able to use as legal precedent.

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas.

Let's now dive into the scenario:

Factual Scenario:

This group of students are identified as multilingual learners from various cultural and linguistic backgrounds. While the majority of students have consistently attended school, some of these students have not completed full school years for numerous reasons. The majority of these students have recently immigrated to Indianapolis. They attend a public high school in the city. While attending this high school, students face significant language barriers which impact their ability to fully participate.

When enrolled, the students entered into general education, English-speaking classrooms. Minimal support services were identified or available for the students. Only the students in 9th grade had a teacher trained to support multilingual learners, but the teacher was only available for a small portion of the day. As such, the majority of the students struggled to understand teachers, their lessons, complete assignments, and to communicate with their school community effectively. Students couldn't go see the nurse when feeling ill as they felt anxious regarding the language barrier. The students found it challenging to comprehend complex academic texts, participate in class, and express themselves in English.

*Class, when we explored *Lau v. Nichols*, what did the case uphold?*

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- The courts upheld that schools must provide adequate and sufficient English language supports, such that ALL English Language learners access ALL educational experiences with equity. Let's keep that in our mind as we continue reading.

The students regularly advocated for themselves and asked for language support. Despite their repeated requests, the school has not provided them with any specialized instruction

or any other accommodations. The school district has also failed to offer translation or interpretation services for important documents and communications. The families of these students often call the front office of their childrens' school, but their calls are never returned.

The grades of these students suffer and they feel frustrated. They feel that they are being intentionally marginalized and excluded from the school community. The students and the families believe that the failure of the school district to provide adequate language services and accommodations is an impediment to their learning. They believe that their lack of success and the stressors of being subjected to lack of support is violating their rights under federal and state laws.

The students begin to keep records and evidence to help support their claim. They begin to make all requests in writing, document examples of language-related barriers, and collect their academic data to illustrate the correlation between lack of support and lack of performance. These students and their families are prepared to present their case and advocate for themselves.

So, after reading this factual scenario, I know that the students have lost access to both academic and social components of their educational experience due to language. I also know that their families are not able to communicate or participate in the school community because translation services aren't being provided. We also know that some of these students are immigrants as we saw in prior cases such as Mendez v. Westminster.

As you continue your work today, you should return back to this factual scenario section. Reread as necessary and consider what we have already explored in prior cases.

CREATE (20-25 MINUTES)

You are now going to work on analyzing this case study yourselves. The first step is for us to apply the Castaneda Test which we saw created in our last session. What are the three components of the test?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- 1. Is the program based on sound educational theory?*
- 2. Is there proper implementation of the program?*
- 3. Is the program demonstrating effectiveness with both language proficiency and academic success?*

In your document, take three minutes to think through what we have read about, then indicate which parts of the test the school is meeting and which parts it is failing.

Teacher Note: If a school does not meet all three parts then the programming/support is not sufficient. The scenario does not meet any part of the test.

Let me see on a show of hands, who believes that the school is meeting the requirements of this test?

Ask students to show thumbs up/thumbs down, based on whether they believe the school is meeting the test requirements. Address any misconception. For example, if a majority of students believe that the programming is sufficient, walk students through each component of the test and point out how the hypothetical school is falling short.

Your next steps in analyzing this case are to apply a precedent to the case. This means that you will determine which laws and cases most closely align to this situation. You are finding the laws and cases which should tell everyone else why this practice is okay or why it is not.

Exemplar Response:

- Precedent has been determined in this case through the ruling of *Lau v. Nichols*. In *Lau v. Nichols*, a group of Chinese-speaking students were not being given the appropriate language support. The courts ruled that these students were protected under the Equal Protection Clause of the Fourteenth Amendment. This thus determined that school districts have a legal obligation to provide adequate and appropriate language services to multilingual learners to ensure that they have equal educational access and opportunity.

After you determine your precedent, you will draft a conclusion or a concluding argument which you will prepare for the class.

Exemplar Response:

- We have established that our clients, the multilingual learners from *Multilingual Learners of Indianapolis v. Schools in Indianapolis* have been inhibited from participating fully in the educational environment. They have been forced to face significant barriers at the hands of the school system. These students have been denied their rights to an equitable educational experience. Our students, these diverse multilingual learners, have suffered both emotionally, academically, and socially at the hands of this injustice. We find that the principles of language justice and educational equity should be upheld based on the precedent set in the case of *Lau v. Nichols*. *Lau v. Nichols* affirmed that the denial of language assistance and support violates the rights of multilingual learners. Additionally, in applying the *Castaneda* test, our analysis reveals the failure of the district to meet the requirements of the test. Not only has the district not implemented a program based on sound educational theory, there has been no demonstrated effectiveness in the measures the district has implemented with the students.

Teacher note: Consider giving students copies of the example responses if they need guidance or help in their writing. Students can write their conclusion in the form of a plea directly to a judge or as a summative argument directed at an unknown audience.

DISCOURSE (5-10 MINUTES)

Let's come back together with the whole group to discuss our findings.

Call on students to share their analysis of the case. Push students to ground their logic in prior knowledge ascertained through earlier lessons. Their answers should include the target vocabulary developed throughout the unit thus far.

9-12 | Lesson 11



LESSON 11

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

TASK

The task that students will fulfill through this lesson is...

- Students will identify the topic and focus of inquiry of their culminating Op-Ed Piece.
- Students will craft their own central argument for their Op-Ed Piece.

CONTENT FOCUS

By engaging in this lesson, students will demonstrate their knowledge/understanding that...

- Historical practices of injustice are still permeating the educational landscape of Indiana today in various manners.

SKILL FOCUS

By engaging in this lesson, students will demonstrate their ability to...

- Form a question of inquiry from then which develop a plan of research.

STANDARD ALIGNMENT

- Formulate an inquiry question, and refine and narrow the focus as research evolves. (11-12.W.5.a)

LAUNCH (5 MINUTES)

In this lesson, students will review potential topics and center on a topic for their Op-Ed article. They will also apply the knowledge gained in previous lessons to identify themes and conceptualize a central argument that will guide their research process.

Teacher note: While the essential question might seem specific at first glance, it is important to emphasize ambiguity thereof and help students craft clearly defined topics and questions that still fall within the purview of the overarching question. For example, you could point out how that essential question is not specific to a geographical region or a specific group of multilingual learners. However, while emphasizing specificity, encourage students to consider information outside the scope of their topic that could make for good comparisons to further strengthen their argument.

Research is an essential component that informs the effective design and execution of every type of project, including an Op-Ed. In order to present a strong argument in your piece, you

need to conduct in-depth research on your topic. Previously, we have discussed what a research question is, key qualities of a strong research question and steps in writing a research question. Today we will focus on two things. First, we will identify topics to focus our inquiry around and then craft a central argument for our Op-Ed project.

MODEL OR SHARED WRITING (10 MINUTES)

Before we begin, it is important to clarify how our topic differs from our research question.

*Our **topic** is the general, overarching area that we're interested in, while the research question is a focused, smaller sliver of information we're questioning within that topic. Essentially, topics are broad, while research questions are focused. For example, if our research question is: "What challenges do high school EL teachers in Indiana face with respect to the growing population of multilingual Latino students?"...our topic could be "Multilingualism in high school education".*

*To help put our topic in perspective, we need a **theme** that encapsulates our topic. Our theme could help guide our focus of inquiry. What's the big, overarching idea of the article? What's our point? Why is our point important?*

*A **central argument** is the backbone of our Op-Ed, and what we want to persuade our reader about. It gives our writing a sense of purpose. It does not have to be 'argumentative', but it is normally reducible to a single statement (not a question).*

A central argument should say something important about the topic, and say it clearly.

Now, let's use the research question I shared earlier (What challenges do high school EL teachers in Indiana face with respect to the growing population of multilingual Latino students?) to craft a topic, theme and central argument that will guide our information gathering.

Teacher's Note: during this time, the teacher could ask for examples of suitable topics, themes and central arguments that could arise from the research question given. As students answer, the teacher refines the answers (if applicable) while identifying strengths and weaknesses of students' suggestions

CREATE (20-25 MINUTES)

Now that we have walked through identifying the fundamental elements of Op-Eds, let's take some time to brainstorm and create suitable topics, themes and central arguments for our individual Op-Eds. Work with your partners to craft elements that are most applicable to the research question you have developed.

Teacher's Note: Encourage students to make a bucket list of potential choices, then analyze the options and prioritize one.

DISCOURSE (20-25 MINUTES)

Great job today, everyone. Now let us share some feedback on the work we have accomplished so far.

Ask students to outline their research questions, topics, themes and central arguments. Then seek positive and constructive feedback from volunteers. You could provide additional feedback to help fine tune students' ideas.



9-12 | Lesson 12



LESSON 12

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

TASK

The task that students will fulfill through this lesson is...

- Identify and use multiple sources of information to gather information both for and against their central argument.

CONTENT FOCUS

By engaging in this lesson, students will demonstrate their knowledge/understanding that...

- Historical practices of injustice are still permeating the educational landscape of Indiana today in various manners.

SKILL FOCUS

By engaging in this lesson, students will demonstrate their ability to...

- Conduct systematic review of supporting information to help build strong arguments.

LITERARY OBJECTIVE

- Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. (11-12.W.5.b)
- Assess the strengths and limitations of each source in terms of the task, purpose, and audience. (11-12.W.5.c)

LAUNCH (5 MINUTES)

This segment focuses on guiding students in gathering helpful information from relevant sources.

In our last lesson, we discussed the foundational components of Op-Eds and further used what we learned to craft these basics for our individual project. Today, we will focus on how to source relevant information for our Op-Ed. While Op-Ed pieces allow us to include our own voice and express our opinion, it is important to provide relevant information to support our voice. This involves acquiring facts, quotations, citations, or data from sources and personal observation.

CREATE (20-25 MINUTES)

Op-Eds don't comprise only of a sound argument backed by a compilation of facts and evidence. They should include concrete, action-oriented recommendations. So, as we gather information about our topic to answer our research questions, it might be helpful to explore information that might guide our thoughts on what recommendations might be suitable based on our findings.

As we have learned, we can use both primary and secondary sources to gather information. These could range from field research (going to the scene, interviews etc.), observation, library, academic or internet research (scholarly articles, textbooks, news reports).

Finding sources for research is important, but using unreliable sources will hurt your credibility and make your arguments seem less powerful. It is important to be able to identify which sources are credible. In assessing your source, whether primary or secondary, you need to consider the following characteristics:

- **Depth:** *What is the depth of coverage of the information? A source that is completely reliable may still only give a light overview of the important information.*
- **Objectivity:** *Is the information you are using biased in any way? If so, does the bias affect the conclusions of the research? Does the source use proper citation?*
- **Currency:** *How up-to-date is the information? It is important to use sources that reflect current status of a situation.*
- **Authority:** *Who is the author? Is the author an expert in the field? Is the author affiliated with an unbiased reputable organization?*
- **Purpose:** *What is the purpose of the source? Is it to entertain, to change public opinion, to present re-search, or to teach? Who is the intended audience?*
- **Scope:** *Does the source cover the region, time period etc. you are interested in?*

As you seek your sources, it is important to consider these criteria.

Can someone mention any subject matter and provide a reliable source of information on that subject matter?

Students may say: a wide variety of topics ranging from health to education to equity and cite sources like the news, doctors, CDC, school teacher, parent, etc.

Great answers. So, you see, whenever we need information about anything, we rely on sources that we believe are relevant to that subject matter. It is the same for an Op-Ed.

DISCOURSE (5-10 MINUTES)

Great job, everyone. Now let's do a review of our processes.

During this time, students should discuss the credibility of their possible sources for their Op-Ed and share their thinking behind the credibility review process.



9-12 | Lesson 13



LESSON 13

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

TASK

The task that students will fulfill through this lesson is...

- Extract information from relevant sources.

CONTENT FOCUS

By engaging in this lesson, students will demonstrate their knowledge/understanding that...

- Historical practices of injustice are still permeating the educational landscape of Indiana today in various manners.

SKILL FOCUS

By engaging in this lesson, students will demonstrate their ability to...

- Identify and summarize facts, evidence and other relevant information from sources.

STANDARD ALIGNMENT

- Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. (11-12.W.5.b)

LAUNCH (5 MINUTES)

In our last few lessons, we learned the essence of research and the foundational stages of conducting research. Our last class, we specifically focused on identifying relevant sources of information.

In our class today, we will take some time to discuss how to gather and summarize credible research to align with our topics of interest. Let's start by grounding ourselves during today's intro and define what it means to summarize a reading. Please take one minute to answer the following question:

What does it mean to summarize a reading? What components from a reading belong in a summary?

Listen to partnerships as students discuss; select 1–2 students to share their ideas.

MODEL OR SHARED WRITING (10 MINUTES)

As you embark on the journey of conducting research today, remember that research sources you find must be reliable (based on last class’s lesson) AND credible. The Purdue Online Writing Lab outlines credible sources as the following:

Author

“Credible sources are written by authors respected in their fields of study. Responsible, credible authors will cite their sources so that you can check the accuracy of and support for what they’ve written.”

Date Source Was Published

“While sources on [older topics like] the American Civil War may be decades old and still contain accurate information, sources on information technologies, or other areas that are experiencing rapid changes, need to be much more current.”

Author’s Purpose

“When deciding which sources to use, you should take the purpose or point of view of the author into consideration. Is the author presenting a neutral, objective view of a topic? Or is the author advocating one specific view of a topic? Who is funding the research or writing of this source? A source written from a particular point of view may be credible; however, you need to be careful that your sources don’t limit your coverage of a topic to one side of a debate.”

Evaluating Internet Sources

“Never use Web sites where an author cannot be determined, unless the site is associated with a reputable institution such as a respected university, a credible media outlet, government program or department, or well-known non-governmental organization. Beware of using sites like Wikipedia, which are collaboratively developed by users. Because anyone can add or change content, the validity of information on such sites may not meet the standards for academic research.”

*Now, let’s put our knowledge of what makes sources credible to the test by evaluating a source on the topic of **Historical practices of racial injustice in Indiana** by answering the following questions from a previous text, IHB: Being Black in Indiana.*

Have students read the text in pairs, small groups, or as a whole class. As students read, they should work to answer the following questions. Exemplar responses are provided.

Summary

What is the summary of this source?

- *Here students can provide answers relating to the earliest recorded presence of African Americans, the settlement of Black people in Indiana from other states and the laws that were enacted with regards to the rights and settlement of Black people in Indiana.*

Author

Is the source written by authors respected in their fields of study?

- *Since the source is the official website of the Indiana state government, it counts as a respected “author”.*

Does the author(s) cite their sources so that you can check the accuracy of and support for what they’ve written?

- *The answer should be yes here, as the website states sources of their facts.*

Date Source Was Published

Is this source current?

- *This should also be yes, because, although the article is not dated, the information provided is accurate to date.*

Author’s Purpose

Is the author(s) presenting a neutral, objective view of a topic? Or is the author advocating one specific view of a topic?

- *Since the article only states facts without providing a strong point of view, it should be considered neutral.*

Who is funding the research or writing of this source? (Remember: A source written from a particular point of view may be credible; however, you need to be careful that your sources don’t limit your coverage of a topic to one side of a debate.)

- *Since this information is provided by the state government, it can be inferred that it is funded by the state government.*

Evaluating Internet Sources

Is the site associated with a reputable institution such as a respected university, a credible media outlet, government program or department, or well-known non-governmental organizations?

- *This should be a yes too. Therefore, we can assert that this source and the information contained therein are credible.*

CREATE (20-25 MINUTES)

Now it's your turn to evaluate and summarize the information from the sources you have identified. Please answer the following questions for each of the sources you have prioritized from our last class. Note that the focus here is to generate usable information from your sources as well as re-evaluate them.

Students should begin to analyze the sources they collected to write their Op-Eds, using the questions provided:

Summary

- *What is the summary of this source?*

Author

- *Is the source written by authors respected in their fields of study?*
- *Does the author(s) cite their sources so that you can check the accuracy of and support for what they've written?*

Date Source Was Published

- *Is this source current?*

Author's Purpose

- *Is the author(s) presenting a neutral, objective view of a topic? Or is the author advocating one specific view of a topic?*
- *Who is funding the research or writing of this source? (Remember: A source written from a particular point of view may be credible; however, you need to be careful that your sources don't limit your coverage of a topic to one side of a debate.)*

Evaluating Internet Sources

- *Is the site associated with a reputable institution such as a respected university, a credible media outlet, government program or department, or well-known non-governmental organization?*

DISCOURSE (5-10 MINUTES)

Thank you for your diligent work in finding and summarizing evidence that you will be able to utilize when writing your Op-Ed. As we close, let's take some time to reflect on the process of evaluating sources. With a partner, share about a specific source that you deemed to be credible or not credible. Explain how you arrived at that conclusion, using evidence from the text and our evaluative criteria.

9-12 | Lesson 14



LESSON 14

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

TASK

The task that students will fulfill through this lesson is...

- Finding evidence that proves and/or disproves their opinions on a topic and explaining why it does so.

CONTENT FOCUS

By engaging in this lesson, students will demonstrate their knowledge/understanding that...

- Historical practices of injustice are still permeating the educational landscape of Indiana today in various manners.

SKILL FOCUS

By engaging in this lesson, students will demonstrate their ability to...

- Conduct systematic review of supporting information to help build strong arguments.
- Analyze evidence from research in order to inform or disprove an opinion on a topic.

STANDARD ALIGNMENT

- Assess the strengths and limitations of each source in terms of the task, purpose, and audience. (11-12.W.5.c)

LAUNCH (5 MINUTES)

Today's session will focus on finding and analyzing evidence from the sources that we gathered during the last lesson on our topics of interest.

One key factor that exemplifies the validity of Op-Eds is citing research-based evidence. The evidence we cite within our writing should clearly prove, disprove, and/or exemplify the complexity of our opinion on our topic of interest.

*Today we will focus on finding pieces of evidence within each source and analyzing **how** those*

pieces of evidence contribute to our argument.

To get us in the mindset for today's task, let's start by taking some concentrated time to brainstorm the definition of evidence that proves or disproves one's opinion on a topic. You will have two minutes to answer the following questions in complete sentences:

- 1. What is your topic of interest? What is your opinion on said topic?*
- 2. What does it mean for evidence to prove an argument?*
- 3. What does it mean for evidence to disprove an argument?*

After students finish writing, have them share their answers in partners or groups.

MODEL OR SHARED WRITING (10 MINUTES)

Now that we have clearly defined what it means for research to prove and/or disprove an opinion, we are going to take some time to review an article we've previously read and put this knowledge to practice.

Please re-read the following article that discusses residential segregation in Indianapolis. For the sake of our collective practice, we will all be finding evidence that proves/disproves the following opinion:

Desegregation of the Indianapolis Public Schools (IPS) system brought about positive societal change.

Let's now find a few pieces of evidence that potentially proves and/or disproves this opinion.

Example 1: The boundaries were so clearly racially-motivated that “in some instances the lines drawn... ignored natural boundaries, requiring students to cross a canal, railroad track, or busy street to get to their assigned school where no impediment stood between the student and an adjoining school. An African American child tragically died after being struck by a train in 1952 because of these boundaries.”

Does this evidence prove or disprove our opinion? How So?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- This piece of evidence proves our opinion because racially-motivated segregation created needless transportation barriers for Black students, hence desegregation improved access to schools.**

Example 2: “The interconnected stories of redlining and the desegregation of IPS reveal a city deeply divided, struggling with issues of race and equality.”

Does this evidence prove or disprove our opinion? How So?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- This piece of evidence proves our opinion because desegregation was a solution to the profound division in the city of Indianapolis.

Example 3: "She remembers a dozen of her white classmates approaching the bus, their hands slapping against the yellow metal side panels... the bus started to rock as the white students slammed against the bus before throwing an egg at the window. Police had to escort her and her fellow Black classmates into the school."

Does this evidence prove or disprove our opinion? How So?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- This piece of evidence disproves our opinion because it revealed that desegregation created a hostile environment that threatened the safety of Black students.

CREATE (20-25 MINUTES)

Now it's your turn! For at least three articles/sources you found in the last lesson, please find at least three pieces of evidence that prove your opinion and at least one piece of evidence that might disprove/work against your opinion. Similar to what was modeled a moment ago, you will also analyze why the evidence proves or disproves your argument. Complete the task in the chart below:

Article Name:	
PROVES	
Evidence (Use APA format)	Explanation (at least one complete sentence)
	This piece of evidence proves my opinion because...
	This piece of evidence proves my opinion because...
	This piece of evidence proves my opinion because...
DISPROVES	
Evidence (Use APA format)	Explanation (at least one complete sentence)
	This piece of evidence disproves my opinion because...

DISCOURSE (5-10 MINUTES)

Thank you for engaging in this analytical process. For the last portion of class, we will do some reflecting on our research process. Please share with a partner your response to this question:

How might the review of your evidence change the way you construct your Op-Ed piece?

- *Has your overall opinion changed at all? Do you have a more nuanced or specific claim now?*
- *Has your strategy for presenting evidence changed at all? Do you have the same view of which evidence is most effective in proving your claim? Why/why not?*
- *Has your understanding of counter-arguments developed at all? If so, how might you address these?*

9-12 | Lesson 15



LESSON 15

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

TASK

The task that students will fulfill through this lesson is...

- Develop their thesis and evidence to support their thesis.

CONTENT FOCUS

By engaging in this lesson, students will demonstrate their knowledge/understanding that...

- Engaging an audience in an opinion writing requires appeals to logos through the use of evidence.

SKILL FOCUS

By engaging in this lesson, students will demonstrate their ability to...

- Develop an argument related to a current event.

STANDARD ALIGNMENT

- Synthesize and integrate information into the text selectively to maintain the flow of ideas. (11-12.W.5.d)
- Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation. (11-12.W.5.e)
- Present information, choosing from a variety of formats. (11-12.W.5.f)
- Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem. (11-12.RN.4.2)

LAUNCH (5 MINUTES)

We have spent time building knowledge about the educational climate of Indianapolis and the equity practices of the organization. You have also had time to research along your own lines of inquiry. Today, we will begin writing our Op-Ed piece. Remember, our end goal is to publish this work in a local publication. Today, you will craft the thesis of your Op-Ed piece, provide evidence that supports the thesis, and draft a conclusion.

You've already determined the central argument of your writing and found evidence through research to support that position. Now we will work on putting it all together to first form a thesis and cohesive outline for evidence.

MODEL OR SHARED WRITING (10 MINUTES)

Teacher's Note: Discuss the three key elements of an Op-Ed piece.

An Op-Ed is an opinion-based form of writing. The opinion of the author is essential to the writing unlike news reporting which should be based only on facts. When writing an Op-Ed piece, there are a few key pieces to a successful article. These key elements are:

- 1. Clear Thesis Statement*
- 2. Evidence to Support the Thesis*
- 3. Compelling Conclusion*

Let's look at an Op-Ed together that was written by a fellow Indiana student and annotate for the key elements we just reviewed.

Example 1: "OPINION: America should take a multilingual approach to education" by Owen Darland, published on February 16, 2023 in the Indiana Daily Student

Have students read the article independently, in pairs, or in small groups. Ask students note where they see the thesis statement; evidence that supports the thesis; and a compelling conclusion. Exemplary annotations might include:

Thesis:

- "Most American public school systems don't start teaching languages until around eighth grade, so they are missing out on the prime time for language learning. This leaves a lot of potential in the dust for many students' future careers and leaves them at a potential professional disadvantage compared to multilingualists."*

Evidence:

- "According to a Michigan State University article, researchers found that young adults who were bilingual scored better on attention tests and exhibited better concentration skills compared to their monolingual counterparts."*

- *“According to Language Testing International, people who speak more than one language earn 5% to 20% more per hour than their monolingual counterparts.”*

Annotate the final sentence of the conclusion.

- *“You cannot deny that we are living in an ever more globalized world, and multilingualists will likely be at the forefront of society as business leaders, teachers and innovators. So instead of starting late, we really should start early to give children this special skill.”*

CREATE (20-25 MINUTES)

Now that we have learned what constitutes a successful Op-Ed and annotated key elements for a model Op-Ed, we will write out our own key elements based on the research we have done thus far.

As a reminder, you will put down your initial thoughts and evidence across three themes:

- **Clear Thesis Statement:** *Write a first draft of your claim.*
- **Evidence to Support the Thesis:** *Write out your most important pieces of evidence along with sentences that explain how those pieces of evidence prove your thesis.*
- **Compelling Conclusion:** *Write a first draft of how you might conclude your argument in a way that compels the reader to agree with you, and to take action.*

DISCOURSE (5-10 MINUTES)

- *Thank you for engaging in this planning process. For the last portion of class, we will reflect on our research and writing process by responding to this question:*

What areas of growth have you identified in your research as you begin to plan out your Op-Ed piece?



9-12 | Lesson 16



LESSON 16

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

TASK

The task that students will fulfill through this lesson is...

- Finalize their outline for the introductory paragraphs.
- Begin writing outline for the first few body paragraphs.

CONTENT FOCUS

By engaging in this lesson, students will demonstrate their knowledge/understanding that...

- Engaging an audience in an opinion writing requires appeals to logos through the use of evidence.

SKILL FOCUS

By engaging in this lesson, students will demonstrate their ability to...

- Develop an argument related to a current event.

STANDARD ALIGNMENT

- Synthesize and integrate information into the text selectively to maintain the flow of ideas. (11-12.W.5.d)
- Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation. (11-12.W.5.e)
- Present information, choosing from a variety of formats. (11-12.W.5.f)
- Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem. (11-12.RN.4.2)

LAUNCH (5 MINUTES)

We have spent time building knowledge about the educational climate of Indianapolis and the equity practices of the organization. You have also had time to research along your own lines of inquiry. Today, we will continue writing our Op-Ed piece. Remember, our end goal is to publish this work in a local publication. Today, you will draft the entirety of your essay. You've already determined the central argument of your writing, found evidence through research to support that position, and developed the key elements of your Op-Ed. Now we will work on putting those items together in a full outline.

MODEL OR SHARED WRITING (10 MINUTES)

Here is an outline of how our final Op-Ed article will look like:

1. Introduction

- a. Grab the reader's attention
- b. Provide background information on the topic
- c. State your thesis

2. Body Paragraphs

- a. Present your argument and supporting evidence
 - i. Provide statistics or other data
 - ii. Use anecdotes or personal stories to illustrate your point
- b. Address counterarguments
 - i. Identify and acknowledge opposing views
 - ii. Refute those views with evidence and reasoning
- c. Provide examples of how the issue affects real people
 - i. Use specific examples to illustrate the impact of the issue
 - ii. Appeal to the reader's emotions

3. Conclusion

- a. Restate your thesis
- b. Summarize your main points
- c. End with a call to action or a strong statement

Remember, an Op-Ed piece of writing is an opinion-based form of writing. The opinion of the author is essential to the writing unlike news reporting which should be based only on facts.

Let's continue looking at the exemplary Op-Ed we reviewed last session and how each of the written sections can fit into a model outline. While the sentences in the model are complete, you may create abbreviated notes/sentences for your outline.

Have students re-read the model Op-Ed and annotate where the elements of the outline show up in the model piece.

Op-Ed Example: “OPINION: America should take a multilingual approach to education” by Owen Darland, published on February 16, 2023 in the Indiana Daily Student

PURPLE = outline

GREEN = formal paragraph from Op-Ed

1. Introduction

a. Grab the reader's attention

- . Personal experience with language in schools
- . Question/inquiry that connects to my personal experience with learning a language.

FORMAL PARAGRAPH: In all of my language-learning experiences, whether that's taking Japanese in college or learning Spanish in high school, I often ponder what a challenge learning a language actually is. At the time, I would question, “How did I even learn English as a kid?” Well, in many cases, children are better language learners than adults.

b. Provide background information on the topic

- . MIT study research

FORMAL PARAGRAPH: According to a recent MIT study, researchers found it is close to impossible for people to achieve native-like proficiency in a language unless they start learning it by the age of 10. After that, the ability to learn a language starts dropping gradually until the ages of 17 to 18, when it drops sharply.

c. State your thesis

FORMAL PARAGRAPH: Most American public school systems don't start teaching languages until around eighth grade, so they are missing out on the prime time for language learning. This leaves a lot of potential in the dust for many students' future careers and leaves them at a potential professional disadvantage compared to multilingualists.

2. Body Paragraphs

a. Present your argument and supporting evidence

i. Provide statistics or other data

- . Michigan State University research

- . Concentration benefits
- . Creative & critical thinking skills
- . Alzheimers benefits

FORMAL PARAGRAPH: According to a Michigan State University article, researchers found that young adults who were bilingual scored better on attention tests and exhibited better concentration skills compared to their monolingual counterparts. On top of that, they also found that bilingual people respond faster and more accurately to most questions. The same article also discussed how bilingualism leads to strengthened creative skills and critical thinking skills. Also, it has been observed that multilingualism delays the onset of Alzheimer's.

ii. Use anecdotes or personal stories to illustrate your point

- . Mention personal experience for college students

FORMAL PARAGRAPH: This set of benefits alone would be incredibly helpful to the average college student. After all, I have observed that many students find it hard to pay attention in long and boring lectures. I'm also sure that the average college student would greatly benefit from better test-taking and critical thinking skills.

b. Address counterarguments

- . Address teacher shortage issues (via research)

FORMAL PARAGRAPH: However, given the current teacher shortages and underfunding of the public education system, implementation of this scale would be a tedious task.

i. Identify and acknowledge opposing views

**** SAME AS ABOVE ****

ii. Refute those views with evidence and reasoning

c. Provide examples of how the issue affects real people

- . Early language learning struggles and neglect

FORMAL PARAGRAPH: All these benefits would be at the behest of many students. However, due to the public education system neglecting early language-learning, obtaining them becomes increasingly difficult.

Teacher Note: Students will analyze the concluding portion of the piece for homework and later in the unit.

CREATE (20-25 MINUTES)

Now that we've reviewed a model piece, let's create our own outlines.

Teacher's Note: Please only have students complete the bolded sections below in class.

1. Introduction

- a. **Grab the reader's attention**
- b. **Provide background information on the topic**
- c. **State your thesis**

2. Body Paragraphs

- a. **Present your argument and supporting evidence**
 - i. **Provide statistics or other data**
 - ii. **Use anecdotes or personal stories to illustrate your point**
 1. **Address counterarguments**
- b. **Identify and acknowledge opposing views**
- c. **Refute those views with evidence and reasoning**
- iii. **Provide examples of how the issue affects real people**
- d. Use specific examples to illustrate the impact of the issue
- e. Appeal to the reader's emotions

3. Conclusion

- a. Restate your thesis
- b. Summarize your main points
- c. End with a call to action or a strong statement

For homework this evening, please complete the remainder of your outlines in order to begin writing tomorrow.

DISCOURSE (5-10 MINUTES)

Thank you for engaging in this planning process. For the last portion of class, we will reflect on our research and writing process by responding to this question:

- *What areas of strength and growth have you identified in your argument as you outlined your Op-Ed piece? What is your plan to improve the growth areas?*



9-12 | Lesson 17



LESSON 17

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

TASK

The task that students will fulfill through this lesson is...

- Complete writing introduction and body paragraphs sections of the draft.

CONTENT FOCUS

By engaging in this lesson, students will demonstrate their knowledge/understanding that...

- Engaging an audience in an opinion writing requires appeals to logos through the use of evidence.

SKILL FOCUS

By engaging in this lesson, students will demonstrate their ability to...

- Develop an argument related to a current event.

STANDARD ALIGNMENT

- Synthesize and integrate information into the text selectively to maintain the flow of ideas. (11-12.W.5.d)
- Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation. (11-12.W.5.e)
- Present information, choosing from a variety of formats. (11-12.W.5.f)
- Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem. (11-12.RN.4.2)

LAUNCH (5 MINUTES)

Today, we will finish reviewing our Op-Ed piece outlines and begin writing out the first few draft paragraphs. Remember, our end goal is to publish this work in a local publication.

MODEL OR SHARED WRITING (10 MINUTES)

Remember, these are the components of our op-ed outlines:

1. Introduction
 - a. Grab the reader's attention
 - b. Provide background information on the topic
 - c. State your thesis
2. Body Paragraphs
 - a. Present your argument and supporting evidence
 - ii. Provide statistics or other data
 - iii. Use anecdotes or personal stories to illustrate your point
 1. Address counterarguments
 - iv. Identify and acknowledge opposing views
 - v. Refute those views with evidence and reasoning
 1. Provide examples of how the issue affects real people
 - vi. Use specific examples to illustrate the impact of the issue
 - vii. Appeal to the reader's emotions
3. Conclusion
 - e. Restate your thesis
 - i. Summarize your main points
 - ii. End with a call to action or a strong statement

Let's continue looking at the exemplar Op-Ed's model outline for the sections you completed for homework.

Repeat yesterday's process by having students annotate the end of the model Op-Ed to note where the relevant outline portions (in purple text below) are demonstrated in the model text (green text below).

"OPINION: America should take a multilingual approach to education" by Owen Darland,

published on February 16, 2023 in the Indiana Daily Student

PURPLE = outline

GREEN = formal paragraph from Op-Ed

1. Introduction

- ~ Grab the reader's attention
- ~ Provide background information on the topic
- ~ State your thesis

2. Body Paragraphs

- ~ Present your argument and supporting evidence
 - i. Provide statistics or other data
 - ii. Use anecdotes or personal stories to illustrate your point
 - 1. Address counterarguments
- ~ Identify and acknowledge opposing views
- ~ Refute those views with evidence and reasoning
 - i. Provide examples of how the issue affects real people
- ~ Use specific examples to illustrate the impact of the issue
- Increased need for multilingual speakers in the workforce as our country becomes more linguistically diverse.

FORMAL PARAGRAPH: On top of that, there is an increasing demand for bilingual and multilingual speakers. The same article indicated that 56% of U.S. employers said their demand for bilingual and multilingual speakers will increase in the next five years.

Conclusion

- ~ Restate your thesis
- ~ Summarize your main points
- Have a question that draws reader in again
- Mention globalized world and how multilingual people are going to be in higher demand

FORMAL PARAGRAPH: Given all the benefits, why not start early when language learning is easier? You cannot deny that we are living in an ever more globalized world, and multilinguists

will likely be at the forefront of society as business leaders, teachers and innovators.

- ~ End with a call to action or a strong statement
- Need to start early with teaching kids a second language

FORMAL PARAGRAPH: So instead of starting late, we really should start early to give children this special skill.

CREATE (20-25 MINUTES)

Now that you have completed your outline, let's take the next 20 minutes of class to construct your introductory paragraph. For homework you will complete your body paragraphs section of the draft.

As you draft each portion of your essay, continue to refer to our outline. Make sure that your draft includes each portion of the outline as a way to ensure that you are including all of the elements that make an Op-Ed piece strong.

DISCOURSE (5-10 MINUTES)

Thank you for engaging in this planning process. For the last portion of class, we will reflect on our research and writing process by discussing this question:

What areas of strength and growth have you identified in your argument as you transformed your outline into an actual draft? What is your plan to improve the growth areas?

9-12 | Lesson 18



LESSON 18

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

TASK

The task that students will fulfill through this lesson is...

- Use feedback and critical thinking skills to complete their Op-Ed drafts.

CONTENT FOCUS

By engaging in this lesson, students will demonstrate their knowledge/understanding that...

- Feedback and revision can be used to improve and strengthen Op-Ed writing.

SKILL FOCUS

By engaging in this lesson, students will demonstrate their ability to...

- Develop their skill of revision by identifying areas of improvement and using revision strategies.

STANDARD ALIGNMENT

- Write arguments in a variety of forms that establish and maintain a consistent style and tone appropriate to purpose and audience. (11-12 W.3.1)

LAUNCH (5 MINUTES)

Today is our final day to complete drafts. You will be submitting this draft for a peer review, so we really want to make sure you are producing a draft of the highest quality. During our time together today, I will be circulating to make sure that your writing is clear, succinct, and evidence based.

MODEL OR SHARED WRITING (10 MINUTES)

Since you are finishing the conclusion of your Op-Eds today, let's take one more look at a model Op-Ed and what effective sections should entail.

Teacher's Note: Focus your review of the model Op-Ed below on the portions that will be most helpful to your students, given their drafts.

1. Introduction

a. Grab the reader's attention

FORMAL PARAGRAPH: In all of my language-learning experiences, whether that's taking Japanese in college or learning Spanish in high school, I often ponder what a challenge learning a language actually is. At the time, I would question, "How did I even learn English as a kid?" Well, in many cases, children are better language learners than adults.

b. Provide background information on the topic

FORMAL PARAGRAPH: According to a recent MIT study, researchers found it is close to impossible for people to achieve native-like proficiency in a language unless they start learning it by the age of 10. After that, the ability to learn a language starts dropping gradually until the ages of 17 to 18, when it drops sharply.

c. State your thesis

FORMAL PARAGRAPH: Most American public school systems don't start teaching languages until around eighth grade, so they are missing out on the prime time for language learning. This leaves a lot of potential in the dust for many students' future careers and leaves them at a potential professional disadvantage compared to multilingualists.

2. Body Paragraphs

a. Present your argument and supporting evidence

i. Provide statistics or other data

FORMAL PARAGRAPH: According to a Michigan State University article, researchers found that young adults who were bilingual scored better on attention tests and exhibited better concentration skills compared to their monolingual counterparts. On top of that, they also found that bilingual people respond faster and more accurately to most questions. The same article also discussed how bilingualism leads to strengthened creative skills and critical thinking skills. Also, it has been observed that multilingualism delays the onset of Alzheimer's.

ii. Use anecdotes or personal stories to illustrate your point

FORMAL PARAGRAPH: This set of benefits alone would be incredibly helpful to the average college student. After all, I have observed that many students find it hard to pay attention in long and boring lectures. I'm also sure that the average college student would greatly benefit from better test-taking and critical thinking skills.

1. Address counterarguments

FORMAL PARAGRAPH: However, given the current teacher shortages and underfunding of the public education system, implementation of this scale would be a tedious task.

iii. Identify and acknowledge opposing views

**** SAME AS ABOVE ****

iv. Refute those views with evidence and reasoning

1. Provide examples of how the issue affects real people

FORMAL PARAGRAPH: All these benefits would be at the behest of many students. However, due to the public education system neglecting early language-learning, obtaining them becomes increasingly difficult.

v. Use specific examples to illustrate the impact of the issue

FORMAL PARAGRAPH: On top of that, there is an increasing demand for bilingual and multilingual speakers. The same article indicated that 56% of U.S. employers said their demand for bilingual and multilingual speakers will increase in the next five years

vi. Appeal to the reader's emotions

3. Conclusion

- ~ Restate your thesis
- ~ Summarize your main points

FORMAL PARAGRAPH: Given all the benefits, why not start early when language learning is easier? You cannot deny that we are living in an ever more globalized world, and multilinguists will likely be at the forefront of society as business leaders, teachers and innovators.

- ~ End with a call to action or a strong statement

FORMAL PARAGRAPH: So instead of starting late, we really should start early to give children this special skill.

CREATE (20-25 MINUTES)

Go ahead and continue the conclusion of your draft. While you are doing so, I will be circling the room to provide real time feedback on your body paragraphs that you were assigned to complete for homework. Please know this will be your last in class day to complete the draft before we do a peer review.

For homework, please make any final edits to your body paragraphs sections that I gave during class so that you can be ready for the peer review exercise tomorrow.

DISCOURSE (5-10 MINUTES)

Thank you for engaging in your drafting process. We're almost there! For the last portion of class, we will reflect on our reading and research process by discussing the following questions:

Supporting Questions:

- *Given your self-assessment of your current draft, what ONE aspect of your Op-Ed is most important to revise next? Why are these revisions most important?*
- *What is the one aspect of your draft that you feel is the strongest? Prepare to help out your peers in that area!*

9-12 | Lesson 19



LESSON 19

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

TASK

The task that students will fulfill through this lesson is...

- Use feedback and critical thinking skills during a peer review session to revise their work into a final draft.

CONTENT FOCUS

By engaging in this lesson, students will demonstrate their knowledge/understanding that...

- Feedback and revision can be used to improve and strengthen Op-Ed writing.

SKILL FOCUS

By engaging in this lesson, students will demonstrate their ability to...

- Develop their skill of revision by identifying areas of improvement and using revision strategies.

STANDARD ALIGNMENT

- Write arguments in a variety of forms that establish and maintain a consistent style and tone appropriate to purpose and audience. (11-12.W.3.1)

LAUNCH (5 MINUTES)

Hello everyone! Today is our peer revision day. You will be submitting these final edits for publication, so we really want to make sure we leverage one another to receive and respond to feedback that can help our writing to improve. During our time together today, you will work with a classmate to analyze and edit your draft.

MODEL OR SHARED WRITING (10 MINUTES)

As we read one another's pieces, we'll continue to use our Op-Ed outline to identify areas of strength and growth. Keep this outline with you and notice where the writer is successfully incorporating each element of an Op-Ed, and where there are still areas of growth:

Introduction

- ~ Grab the reader's attention
- ~ Provide background information on the topic
- ~ State your thesis

Body Paragraphs

- ~ Present your argument and supporting evidence
 - i. Provide statistics or other data
 - ii. Use anecdotes or personal stories to illustrate your point
 - 1. Address counterarguments
- ~ Identify and acknowledge opposing views
- ~ Refute those views with evidence and reasoning
 - i. Provide examples of how the issue affects real people
- ~ Use specific examples to illustrate the impact of the issue
- ~ Appeal to the reader's emotions

Conclusion

- ~ Restate your thesis
- ~ Summarize your main points

In the feedback exercise you all will be completing today, you will evaluate the extent to which each portion of your partner's essay meets the criteria of our outline.

	PEER REVIEW NOTES
Introduction <ul style="list-style-type: none"> ~ Grab the reader's attention ~ Provide background information on the topic ~ State your thesis 	
Body Paragraphs <ul style="list-style-type: none"> ~ Present your argument and supporting evidence <ul style="list-style-type: none"> i. Provide statistics or other data ii. Use anecdotes or personal stories to illustrate your point <ul style="list-style-type: none"> 1. Address counterarguments ~ Identify and acknowledge opposing views ~ Refute those views with evidence and reasoning <ul style="list-style-type: none"> 1. Provide examples of how the issue affects real people ~ Use specific examples to illustrate the impact of the issue ~ Appeal to the reader's emotions 	
Conclusion <ul style="list-style-type: none"> ~ Restate your thesis ~ Summarize your main points 	

After you've completed feedback using the outline criteria above, prioritize what you believe to be your partners' most compelling strengths and most pressing areas for growth. Include no more than two most compelling strengths and two pressing growth areas.

Prioritizing Strengths	Prioritized Growth Areas
1.	1.
2.	2.

CREATE (20-25 MINUTES)

Go ahead and trade your paper with your partner.

Let's take the next 15 minutes to silently read and note feedback for our partners on the outline/rubric. After these next 15 minutes, you will have a chance to verbally share with your partner your glows and grows for them.

During work time, circulate to help students prioritize the feedback that they want to give to their partners.

DISCOURSE (5-10 MINUTES)

Let's now reflect on our research and writing process by discussing the following questions:

- *What did you notice about your peers' writing that you could apply to your own writing?*
- *How did you handle receiving constructive criticism from your peers? Was it difficult to receive any of the feedback?*
- *What was the most challenging aspect of peer revision? How did you overcome this challenge?*
- *What changes will you make to your Op-Ed piece based on the feedback you received from your peers?*



9-12 | Lesson 20



LESSON 20

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

TASK

The task that students will fulfill through this lesson is...

- Use feedback and critical thinking skills during a peer review session to revise their work into a final draft.

CONTENT FOCUS

By engaging in this lesson, students will demonstrate their knowledge/understanding that...

- Feedback and revision can be used to improve and strengthen Op-Ed writing.

SKILL FOCUS

By engaging in this lesson, students will demonstrate their ability to...

- Develop their skill of revision by identifying areas of improvement and using revision strategies.

STANDARD ALIGNMENT

- Write arguments in a variety of forms that establish and maintain a consistent style and tone appropriate to purpose and audience. (11-12.W.3.1)

LAUNCH (5 MINUTES)

We are going to continue our revision process from yesterday and put your feedback into action. We are going to implement our peer review feedback into our writing today and submit our articles to be published! I'm so excited for us to engage in this process, and some of you might become published authors!

MODEL OR SHARED WRITING (10 MINUTES)

Let's begin by looking back at the feedback that our partners provided to use yesterday.

Have students take out their peer feedback forms.

Now, keeping your peer feedback and personal reflections in mind, write a final draft of your Op-Ed. Continue to consult the outline criteria and your feedback forms to guide your revisions.

CREATE (20-25 MINUTES)

Provide students with workshop time to write their final drafts. Circulate as students work to guide their revisions.

DISCOURSE (5-10 MINUTES)

Let's now reflect on our research and writing process by discussing the following questions:

- *What part of your work are you proudest of? (research, overall writing, attention getter, etc.)*
- *What surprised you the most about this assignment? (research results, work produced, etc.)*
- *What do you hope comes of this work? (published, campaign, awareness, etc.)*



9-12 | Lesson 21



LESSON 21

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

TASK

The task that students will fulfill through this lesson is...

- Presentation and defense of research.

CONTENT FOCUS

By engaging in this lesson, students will demonstrate their knowledge/ understanding that...

- There are multiple opportunities and challenges that exist for an educational ecosystem experiencing an increase in multilingual learner populations.

SKILL FOCUS

By engaging in this lesson, students will demonstrate their ability to...

- Synthesize various sources of information into a clear, cohesive text.

STANDARD ALIGNMENT

- Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem. (11-12.RN.4.2)
- Write arguments in a variety of forms that establish and maintain a consistent style and tone appropriate to purpose and audience. (11-12.W.3.1)

LAUNCH (5 MINUTES)

Teacher Note: Prepare to collect all of students' final drafts and to submit them to the local news correspondence.

Some examples:

- Chalkbeat Indianapolis
- Indianapolis Recorder
- Circle City Broadcasting

Today is the day! You all have worked so hard on these writings and now you are going to be able to share them with the class! As you present, your peers will listen to your piece and then submit feedback to you. After your presentation, there will also be a three minute period for questions from the group. If you are an audience member, your job is to listen, analyze what your peer is sharing, and provide feedback based on the audience rubric you have in

front of you. Those rubrics will be turned in to each speaker. I know that you are going to hear such a diverse range of perspectives and thoughtful reflections throughout today's presentations...so let's begin!

MODEL OR SHARED WRITING (10 MINUTES)

Pass out audience rubrics and presentation rubrics.

Please look at the audience rubrics. The categories are:

1-The presenter did not provide any arguments, evidence or examples, and did not engage the audience with their delivery and style. The presenter showed no understanding of the issue and demonstrated no critical thinking skills.

2-The presenter provided weak arguments, with little or no evidence and examples, and did not engage the audience with their delivery and style. The presenter showed a superficial understanding of the issue and demonstrated limited critical thinking skills.

3-The presenter provided solid arguments, supported by some evidence and examples, and engaged the audience with their delivery and style. The presenter showed some understanding of the issue and demonstrated some critical thinking skills.

4-The presenter provided clear and compelling arguments, supported by evidence and examples, and engaged the audience with their delivery and style. The presenter showed a deep understanding of the issue and demonstrated critical thinking skills.

If you have any questions, you might ask them at the end. Some questions to consider are on the back of your rubric.

Potential questions are:

- 1. What inspired you to write about this topic?*
- 2. What do you hope readers will take away from your Op-Ed?*
- 3. Can you elaborate on any evidence or examples you used to support your arguments?*
- 4. What challenges did you face when writing your Op-Ed, and how did you overcome them?*
- 5. How did you choose your tone and style when writing your Op-Ed, and why?*
- 6. What did you learn about yourself or the topic while writing this Op-Ed?*
- 7. How do you plan to continue advocating for or exploring this issue in the future?*

CREATE (20-25 MINUTES)

Teacher's Note: Ask each student to present their Op-Ed piece. They should begin by stating the topic of their work and what interested them about their particular avenue of investigation. Depending on the size of your class, you might choose to have them present in smaller groups. Or, you might ask students to highlight and share one portion of their piece of which they are most proud.

DISCOURSE (5-10 MINUTES)

Teacher's Note: At the end of class, summarize the key points and themes discussed. Encourage students to continue sharing their opinions and ideas on the subjects that are important to them. Share with them that you are excited to see whose work will be accepted for publication and thank them for their participation.

Potential reflection questions to close out this unit could be:

1. *What did you learn from hearing your classmates' Op-Ed pieces?*
2. *Were there any common themes among the Op-Ed pieces? What were they?*
3. *What were some differences among the Op-Ed pieces?*
4. *Did any of the Op-Ed pieces change your perspective on the issue? If so, how?*
5. *What are some suggestions you have for improving the Op-Ed pieces presented today?*
6. *How can you use what you learned from this experience to write more effective Op-Ed pieces in the future?*