

Multidisciplinary Unit Plan

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Unit Name: The Past Around Us: Exploring History and Culture Through Language

Subject Area: English as a Second Language (ESL)

Grade Level(s): Secondary (B1 Level English)

Introduction: What will students learn in this unit and why is it important? Describe the multidisciplinary theme and student outcomes, including guiding questions and real-world connections.

Unit Introduction
<p>This unit integrates English language development with social studies, geography, and cultural studies. Students will explore how the past exists in the present through historic sites, cultural heritage, tourism, and urban exploration. Through authentic texts, listening activities, and communicative tasks, students will develop all four language skills while learning about Vietnamese culture (specifically Hue) and global cultural heritage. The unit emphasizes use of the present perfect tense to connect past events with present realities in the context of culture and local history.</p>
Guiding Question(s) and/or Real-World Connections
<p><i>Consider how you would make the unit relevant to students. What real-world connections or guiding questions would you use to hook your students?</i></p>
<ul style="list-style-type: none"> • How has the past shaped the places we live and visit today? • Why do people visit historic sites? What can we learn by doing so? • What historical places are worth preserving?

Content Standards: What are the content standards or curricular outcomes of this unit as provided by your school, district, or government? Add all applicable content-area standards, including cross-curricular standards. (Add rows as needed.)

Content Area	Standard(s) Addressed
English Language Development	<p>WIDA ELD Standard 1: English language learners communicate for social and instructional purposes within the school setting (WIDA, 2020).</p> <p>WIDA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts (WIDA, 2020).</p> <p>WIDA ELD Standard 3: English language learners communicate</p>

	information, ideas, and concepts necessary for academic success in the content area of Social Studies (WIDA, 2020).
Social Studies / Geography	<p>C3 Framework D2.Geo.2.6-8: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics (National Council for the Social Studies [NCSS], 2013).</p> <p>C3 Framework D2.His.3.6-8: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant (NCSS, 2013).</p>

Literacy Standards: What are the literacy standards or curricular outcomes of this unit as provided by your school, district, or government? Add all applicable literacy-area standards. (Add rows as needed.)

Content Area	Standard(s) Addressed
Reading	<p>CCSS.ELA-LITERACY.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (National Governors Association Center for Best Practices & Council of Chief State School Officers [NGA & CCSSO], 2010).</p> <p>CCSS.ELA-LITERACY.RI.8.2: Determine a central idea of a text and analyze its development over the course of the text (NGA & CCSSO, 2010).</p>
Writing	<p>CCSS.ELA-LITERACY.W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (NGA & CCSSO, 2010).</p> <p>CCSS.ELA-LITERACY.W.8.7: Conduct short research projects to answer a question, drawing on several sources (NGA & CCSSO, 2010).</p>
Speaking & Listening	<p>CCSS.ELA-LITERACY.SL.8.1: Engage effectively in collaborative discussions with diverse partners (NGA & CCSSO, 2010).</p> <p>CCSS.ELA-LITERACY.SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate (NGA & CCSSO, 2010).</p>

Overarching Goals: What are the big-picture goals for student achievement and mastery in this unit? Orient these goals around overall student skills, growth, and development. Your

unit objectives should be derived from these goals.

- By the end of the unit, students will be able to read, comprehend, and respond to authentic texts about cultural heritage and tourism.
- By the end of the unit, the students will be able to use appropriate verb tenses, such as present perfect and present perfect continuous, to communicate about historical places and cultural experiences.
- By the end of the unit, students will be able to use vocabulary related to historic sites, tourism, and cultural heritage in speaking and writing tasks.
- By the end of the unit, students will be able to work collaboratively to create and perform interviews, scripts, or presentations about history and culture.

Objectives: What are the lesson objectives for this unit that will lead students to complete specific tasks and meet the overarching goals? Objectives should use language that is specific, measurable, achievable, relevant, and timely (SMART).

Content-Area and Literacy-Area Objectives
<p>Ex. Students will be able to write one content paragraph of a blog post citing one source in MLA format and including a hyperlink to that source.</p> <p>Ex. Students will be able to list three comparisons between the seasonal changes of California, USA and Maharashtra, India and predict the impacts on farming in each region.</p> <ul style="list-style-type: none"> • Students will be able to read a 500-word informational text about tourism and identify at least three specific details about historic landmarks using textual evidence. • Students will be able to listen to a 3-minute interview about urban exploration and accurately answer comprehension questions about speaker perspectives and experiences. • Students will be able to use present perfect tense correctly in at least 8 out of 10 spoken sentences when describing personal experiences with historic places. • Students will be able to use at least 10 vocabulary words related to historic sites (e.g., ancient ruins, museum, tomb, landmark, place of worship) accurately in a planning presentation. • Students will be able to create a travel plan for visiting Hue that includes at least 5 historic sites with justifications for each choice. • Students will be able to use both present perfect simple and present perfect continuous with 80% accuracy in a collaborative speaking task about local historic sites.

Literacy and 21st Century Goals: How does this unit support students' language and literacy development? Include literacy skills, key vocabulary, and 21st-century skills (i.e., critical thinking, creativity, collaboration, communication, information/technology literacy).

Literacy Skills
<p>Reading: Students will practice reading for gist, scanning for specific information, making inferences, and annotating authentic texts about tourism and cultural heritage.</p> <p>Writing: Students will develop narrative writing skills through diary entries and script-writing, focusing on</p>

<p>organization, descriptive details, and appropriate use of past and present tenses.</p> <p>Listening: Students will practice listening for main ideas, specific details, speaker perspectives, and distinguishing between different registers (formal vs. informal speech).</p> <p>Speaking: Students will develop oral fluency through collaborative discussions, interviews, presentations, and role-plays, practicing both formal and informal registers with appropriate pronunciation features (weak forms, contractions, sentence stress).</p>
<p>Vocabulary</p>
<p>Historic Sites & Cultural Heritage: historic building, ancient ruins, ancient tomb, museum (art, natural history), famous landmark, place of worship, historic monument, modern ruins, abandoned buildings/places, infrastructure, storm drains, transport tunnels</p> <p>Tourism: tourist attraction, UNESCO world heritage site, palace, cemetery, temple, pagoda, tiger arena, sanctuary, water park, urban exploration</p> <p>Grammar-Related Vocabulary: already, before, ever, never, just, recently, still, for, since, for ages, lately</p>
<p>21st-Century Skills</p>
<p>Critical Thinking: Analyzing historic significance, evaluating what makes places worth preserving, comparing past and present states.</p> <p>Communication: Presenting information clearly to diverse audiences, adapting register for different contexts, active listening and responding.</p> <p>Collaboration: Working in pairs and groups for discussions, planning activities, script-writing, and presentations.</p> <p>Creativity: Designing travel itineraries, creating interview scripts, developing presentations about cultural heritage.</p> <p>Cultural Awareness: Understanding and appreciating Vietnamese cultural heritage and global historic preservation.</p>

Prerequisite Skills: What skills and prior knowledge do students need before this unit?

- Students should be able to use past simple tense correctly when describing completed actions in the past.
- Students should be able to read at a high-A2 level at a minimum, and sustain focus for 500 word texts.
- Students should have basic conversational skills and be able to participate in pair and group discussions with teacher support.
- Students should be able to form basic questions and ask them orally.
- Students should have foundational vocabulary related to places, travel, and daily activities.
- Students should be able to follow multi-step instructions and participate in communicative activities



- such as games, role-plays, and information gap tasks.
- Students should have basic listening comprehension skills and be able to understand simplified audio with clear pronunciation at a moderate pace.

Assessments: What form of evaluation tools will you use to measure student learning and achievement both at the end of the unit and throughout? Clarify any modifications you would make based on student readiness, ability level, primary language, or interest.

Summative Assessment (Include projects, performances, tasks, or traditional tests you will implement for students to demonstrate that they have met the overarching goals and objectives.)	
Description(s)	Modifications
<p>Travel Planning Presentation: Students will create and present a detailed plan for visiting Hue, including at least 5 historic sites with justifications using present perfect tenses and target vocabulary. Presentation should be 3-5 minutes and include visual support (map, images, or handout).</p>	<p>For Alex: Sentence frames will be provided along with graphic organizers. Text-to-speech can be used for assistance with reading materials. He will have extra time to prepare and can present with a partner if he prefers (reduce anxiety and language support).</p> <p>For David & Henry: The task will be chunked with frequent check-ins to maintain focus and manage frustration. Movement breaks will be provided for restlessness.</p> <p>For Bella & Fiona: Extension task of including a comparison with another historic city. They will be encouraged to use more complex language. They will also get peer-teaching opportunities in pre-presentation practice with peer review and critique to build social confidence.</p> <p>For Grace: Will be paired with a supportive, positive partner to reduce anxiety and build confidence. Will be given multiple examples of example presentations. Will have rehearsal time to reduce stress.</p>
<p>Radio Interview Script & Performance: In pairs, students will write and perform a 2-3 minute radio interview about a historic site or cultural experience, demonstrating use of present perfect, target vocabulary, appropriate register, and clear pronunciation.</p>	<p>For Alex: Will be given a script template and sentence starters to support writing production. Will be given extra rehearsal time as well as the option to pre-record his presentation.</p> <p>For Chris and Fiona: Private recording option will be given and/or extra rehearsal time for social anxiety and confidence.</p> <p>For Emily: Will be given a mic prop to pass between speakers and avoid interruptions.</p> <p>For Bella/Fiona: Allow an improvised portion of the interview so they can practice fluency in the context of their roles.</p>
Formative Assessments (Include checks for understanding, quizzes, activities, and other progress monitoring as students move toward mastery of the overarching goals and objectives.)	

Description(s)	Modifications
<p>Lesson 1 - Reading Comprehension: Gist questions, annotations, detailed comprehension questions, and a mini-whiteboard race activity about Hue tourism text.</p>	<p>For Alex: Reduce decoding load with text to speech. Key sections will be highlighted to focus attention and he will be paired with a strong reader.</p> <p>David and Henry: Chunked reading with hands on activities, and movement incorporated into comprehension questions (grass skirts for detailed comprehension questions, for example).</p>
<p>Lesson 2 - Listening Comprehension: True/false, location ID, and detail questions</p>	<p>For less advanced students: Pre-teach vocabulary with visual aids to reduce cognitive load.</p> <p>For Henry: Frequent activity changes, and movement incorporated into activities.</p>
<p>Lesson 3 - Vocabulary Practice: Matching, backs to the board, sushi lines.</p>	<p>For all students: Multiple modalities (address diverse learning styles); games and movement (maintain engagement, support kinesthetic learners).</p> <p>For Alex/Alexander: Visual extra practice time (processing needs); peer support (reduce anxiety).</p>
<p>Lesson 4 - Grammar Guided Discovery: Worksheet identifying present perfect rules; controlled practice.</p>	<p>For Alex/Alexander: Partially completed examples (reduce writing load from dyslexia); color-coding for verb forms (visual organization support); extra processing time (dyslexia accommodation).</p> <p>For advanced students: Extension tasks with complex uses (maintain challenge); peer tutoring opportunities (deepen understanding).</p>
<p>Lesson 5 - Speaking Practice: Slap the board, running dictation for register and weak forms.</p>	<p>For David & Henry: Movement-based activities (address restlessness, match learning style)</p> <p>For Chris (shy): Partner activities first (reduce social anxiety); supportive groupings (build confidence gradually).</p>
<p>Lesson 6 - Planning & Script Writing: Draft interview scripts with feedback and revision.</p>	<p>For Alex/Alexander: Graphic organizers (support organization from dyslexia); sentence frames (reduce writing demands); extended time (processing needs); vocabulary references available (reduce spelling/word retrieval challenges).</p> <p>For Grace (frustrated with challenges): Positive feedback focus (build confidence); achievable goals (prevent negative self-talk); self-regulation support (manage frustration).</p>

Lessons: How will you sequence the lessons, formative assessments, and summative assessment in this unit? Briefly describe each lesson including techniques you could use to differentiate the product, content, process and/or leading environment for the diverse needs of the students listed in the case study and 504 plan in the activity resources.

1. Lesson 1
 - a. Objective: Students will be able to read and respond to a text about tourism in Hué, identifying specific details about historic landmarks.
 - b. Prerequisite Skills: Students should be able to read A2-B1 level texts with support; understand basic present perfect tense.
 - c. Description: Students discuss city experiences, read a 500-word magazine article about Hué tourism, and complete comprehension activities (gist questions, annotations, mini-whiteboard races, grass skirts tasks).
 - d. Differentiation: Alex: audio recording of text or text to speech, chunked sections extended time. Behavioral (David, Henry): Kinesthetic activities, frequent changes, positive reinforcement. Shy students (Chris, Fiona): Partner work first, supportive groupings, written response option.
2. Lesson 2
 - a. Objective: Students will be able to plan and present a travel itinerary for Hué using present perfect tense and target vocabulary.
 - b. Prerequisite Skills: understand planning structures; able to give simple presentations.
 - c. Description: In pairs, students create a plan for visiting Hué with 5+ sites, make a visual presentation, and present with justifications using present perfect ("We have chosen... because...").
 - d. Differentiation: For Alex: Graphic organizers, sentence frames, partner shares writing, extended time, visual-heavy presentation. Advanced students: Compare cities, add budgeting, complex justifications, peer mentoring. Behavioral: Task breakdown with checkpoints, hands-on materials, movement. For Chris/Fiona/Grace: Supportive pairings.
3. Lesson 3
 - a. Objective: Students will be able to listen to and comprehend an interview about urban exploration, identifying speaker perspectives and details.
 - b. Prerequisite Skills: understand interview format; make predictions.
 - c. Description: Students predict about urban exploration, listen to a radio interview with explorer Maria multiple times (gist, specific info, details), complete response activities (location ID, bucket ball true/false).
 - d. Differentiation: Behavioral (David, Henry): Active tasks (bucket ball), shorter segments, movement-based responses. Henry: Manipulatives during listening, standing allowed, frequent active roles.
4. Lesson 4
 - a. Objective: Students will be able to engage in informal conversations about local area experiences using appropriate register, weak forms, and contractions.
 - b. Prerequisite Skills: Understand formal vs. informal speech; form basic questions; completed Lesson 3.
 - c. Description: Students analyze register from Lesson 3 transcript, practice through slap the board, running dictation, disco library, and conduct class survey about local experiences.
 - d. Differentiation: Advanced students: Create their own questions, extended conversations, present results, model for peers. Behavioral: Movement activities, clear expectations, strategic pairing. Shy (Chris, Fiona): Partner work first, supportive groups, script prep. Emily: Physical microphone for turn-taking, timed turns, active listening instruction.
5. Lesson 5
 - a. Objective: Students will learn and be able to recognize and use vocabulary for historical and

- cultural sites accurately.
 - b. Prerequisite Skills: Know basic place vocabulary; understand compound words.
 - c. Description: vocabulary presentation (historic building, ancient ruins, tomb, museum, landmark, worship, monument) through MFP approach, controlled practice (backs to board), semi-controlled (sushi lines), freer practice (map-making discussion).
 - d. Differentiation: Additional academic vocabulary, teach peers, describe term differences. Behavioral: Kinesthetic activities, hands-on cards, game-based practice. Shy (Chris, Fiona): Partner practice, supportive pairings, lower-stakes activities.
- 6. Lesson 6
 - a. Objective: Students will be able to recognize and apply present perfect simple and continuous tenses when describing historical places.
 - b. Prerequisite Skills: Understand basic past/present tense; know time expressions; Lesson 5 vocabulary.
 - c. Description: Guided discovery worksheet to identify grammar patterns, teacher rule clarification, controlled practice (board race gap-fill), semi-controlled (sentence betting), freer practice (guided tour using Lesson 5 maps).
 - d. Differentiation: For Alex: color-coded verbs (blue=simple, green=continuous), visual timeline. Behavioral: Board race movement, betting game, clear structure. Shy/anxious: Partner work first, notes allowed for tour, think-time, supportive groups.
- 7. Lesson 7
 - a. Objective: Students will be able to listen to radio interviews and describe objects/places from the past found in the present.
 - b. Prerequisite Skills: Understand present perfect; know Lesson 5 vocabulary; listen for main ideas.
 - c. Description: Listen to two interviews (museum visitor Sophie, Bal about grandmother's photos) for gist, specific info, true/false. Create a storyboard summarizing one interview, discuss personal "past around you," plan ideas for their own interview.
 - d. Differentiation: Behavioral: Shorter segments, bucket ball, drawing storyboard, movement. Shy: Partner planning, small group sharing. Grace: Positive reinforcement, achievable goals, model examples.
- 8. Lesson 8
 - a. Objective: Students will be able to write, rehearse, and perform a radio interview script using appropriate grammar, vocabulary, and register.
 - b. Prerequisite Skills: understand interview format; writing/performance skills.
 - c. Description: Pairs write 2-3 minute interview script, draft, receive feedback, revise, rehearse, and perform for class. Summative assessment of unit objectives.
 - d. Differentiation: For Alex: script template and questions provided, graphic organizer, text-to-speech, private recording option. Advanced students: improvisation. Behavioral: Clear checkpoints, structured template, rehearsal includes movement, topic choice. Shy/anxious (Chris, Fiona, Grace): Supportive pairing, extra rehearsal, smaller audience option, positive feedback. Emily: Physical microphone, clear time limits, structured interviewer questions.

Remediation & Next Steps: How will you remediate, review, and extend prior to moving to the next unit? Include considerations for students who lack prior knowledge.

<p>Remediation Activities</p>	<p>Grammar Review: For students struggling with present perfect tenses, provide additional guided discovery worksheets with simplified examples, visual timelines showing past-to-present connections, and controlled practice exercises with immediate feedback.</p> <p>Vocabulary Support: Create personalized flashcard sets for students who need extra vocabulary practice; use spaced repetition apps or physical cards with images; incorporate vocabulary games (matching, bingo, charades) for kinesthetic reinforcement.</p>
<p>Review Activities</p>	<p>Unit Vocabulary Quiz: Students complete a matching or fill-in-the-blank quiz covering all unit vocabulary (historic sites, tourism terms); use Quizlet or Kahoot for engaging review.</p> <p>Reflection Journal: Students write or record reflections on what they learned about Vietnamese culture, historic preservation, and their own language progress throughout the unit.</p>
<p>Extension Activities</p>	<p>Research Project: Students research another UNESCO World Heritage Site (in Vietnam or globally), create a presentation comparing it to Huế, and present findings using target grammar and vocabulary.</p> <p>Virtual Tour Creation: Advanced students create a virtual tour (using Google Slides, video, or presentation software) of a local historic site with narration using present perfect tenses.</p> <p>Debate: Students debate topics like "Should governments invest more in preserving historic sites or building modern infrastructure?" using persuasive language and evidence.</p> <p>Interview Project: Students conduct real interviews with family members, community members, or local historians about the past in their area; transcribe and present findings.</p> <p>Creative Writing: Write a diary entry from the perspective of a historic figure who lived in Huế during the imperial period, then a modern entry comparing past and present.</p>

References: Add resources you used to create this unit plan and links to important texts and tools referenced within.

1. National Council for the Social Studies. (2013). *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for enhancing the rigor of K-12 civics, economics, geography, and history.* <https://www.socialstudies.org/standards/c3>

2. National Governors Association Center for Best Practices, & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects*.
https://corestandards.org/wp-content/uploads/2023/09/ELA_Standards1.pdf
3. WIDA Consortium. (2020). *WIDA English language development standards framework, 2020 edition: Kindergarten–Grade 12*. Board of Regents of the University of Wisconsin System.
<https://wida.wisc.edu/teach/standards/eld>
4. ILA Vietnam. (n.d.). *Smart Teens curriculum*: [Lesson plans]. Internal curriculum materials.