

BRIDGETON PUBLIC SCHOOLS
Sheltered Social Studies Curriculum

Eighth Grade

SUMMER 2014

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Unit 1

Bilingual/ Sheltered Social Studies Curriculum
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade level Cluster :		8	Unit #1
Content Area: Social Studies			
Unit Title: Social Studies Unit: Start of American Government		Program Design: Class period by grade level (grade 8) – 44 minutes per day	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf			
Unit Summary			
<p>In this unit many of the ideas and values that Americans hold so dear were not invented by the Founding Fathers. Concepts such as democracy, civic virtue, republicanism, and the common good were first proposed by ancient Greek and Roman thinkers. In order to fully understand the meaning of such abstract ideas, it is important to investigate the conditions and events that led to their development. It is equally important to examine the factors that led to the evolution of these ideas over time. From Athenian democracy through Enlightenment philosophy, this unit explores the many people and events that would help shape American government and culture. Through a series of scaffold learning activities, students will strengthen their linguistic complexity, use academic and key vocabulary, visualize, relate to personal experience, use graphic organizers, view, interpret and respond to visuals, listen to and participate in a discussion, analyze informational text, set a purpose, recognize author intent, use word parts, activate prior knowledge, build background knowledge, deliver ideas effectively, listen to a description, describe people and places, use adjectives, identify emotional responses, read with intonation, expression and phrasing, make generalization, analyze tone, read a poem, read, analyze and predict, select a reading strategy, compare cross cultures, make comparisons, summarize, write in response to literature and informational text, listen to and present an analysis, deliver an informational presentation, participate in a song, write a research report, utilize the writing process, and reflect on their writing. Students will make a Home-School Connection by sharing with the class the news they have seen and read with their families.</p>			
Interdisciplinary Connections: Social Studies/ Language Arts/ Math/Science			
21 st Century Themes: Global Awareness, Health Literacy, Critical Thinking and Problem Solving, Collaboration			
Learning Targets			
WIDA	English Language Development Standards		
ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.		
ELD Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		
ELD Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		
ELD Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.		
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
CCSS	Common Core State Standard		

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Reading	RI.6.8 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
Writing	W.6.8 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
Social Studies	08.RI.01	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	08.RI.02	Determine a central idea of a text and analyze its development over the course of the text including its relationship to supporting ideas provide an objective summary of the text.
	08.RI.03	Analyze how a text makes connections among and distinctions between individuals ideas or events (e.g. through comparisons analogies or categories).
	08.RI.04	Determine the meaning of words and phrases as they are used in a text including figurative connotative and technical meanings analyze the impact of specific word choices on meaning and tone including analogies or allusions to other texts.
	08.RI.05	Analyze in detail the structure of a specific paragraph in a text including the role of particular sentences in developing and refining a key concept.
	08.RI.06	Determine an authors point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	08.RI.07	Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text video multimedia) to present a particular topic or idea.
	08.RI.08	Delineate and evaluate the argument and specific claims in a text assessing whether the reasoning is sound and the evidence is relevant and sufficient recognize when irrelevant evidence is introduced.
	08.RI.09	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
	08.RI.10	By the end of the year read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
	08.SP.01	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering outliers positive or negative association linear association and nonlinear association.
	08.SP.02	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association informally fit a straight line and informally assess the model fit by judging the closeness of the data points to the line.
	08.SP.03	Use the equation of a linear model to solve problems in the context of bivariate measurement data interpreting the slope and intercept. For example in a linear model for a biology experiment interpret a slope of

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	1.5 cmhr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
Technology	8.1.4. E.1 Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
Related Cultural Content Statements: Political need inspire a range of reactions.	
Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the examination of how powerful leaders inspire a range of reactions?	Unit Enduring Understandings <ul style="list-style-type: none"> • Listening, speaking, reading, and writing about the impact powerful people have on influencing global changes. • Knowledge of varied techniques and strategies aid to develop a critical thinking and analysis.
Evidence of Learning	
Summative Assessment: Students will research the topic of democracy, using various resources. Students will then work in heterogeneous groups according to their language proficiency level. They utilize the internet to do research to develop critical analysis.	
Equipment needed: Computers, Smartboard, internet resources, or Power Point Teacher Resources: Smartboard, Power Point, Wordlview software, Cicero Systems.	
Unit Learning Targets: Through learning activities and experiences related to the impact of early democracy, students will: <ul style="list-style-type: none"> • Understand , interpret, and apply written and spoken language; • Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing • Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes; • Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing; Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.	
About the Development of Social Studies “Start of American Democracy” The development of this unit was inspired by the core curriculum standards in Language Arts/Social Studies/Math and Technology addressing the dependency on world influence in democracy. This serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning of our students.	
Lesson	Timeframe
Lesson 1 Roots of American Government	8-9 days
Lesson 2 What is Democracy	7-8 days

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Lesson 3 American Constitution	7-8 days
Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.	

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Title: Social Studies: Roots of American Government					Lesson Plan #1	
Content Area: Bilingual Social Studies						
Lesson Title: Roots of Government			Timeframe: 8-9 days			
Lesson Components						
21 st Century Themes						
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	Health Literacy
21 st Century Skills						
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science						
Integration of Technology: Internet, SmartBoard						
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks	
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic</p>		<p>Key Vocabulary: Government, democracy, republic, citizen, civic virtue, mother country, natural rights, naturalization, unalienable rights, magistrate, executive, legislative, and executive branch</p> <p>Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude,</p> <p>Warm-up: Do Now</p> <p>Lesson Sequence:</p> <p>1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together, Check</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test	

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<p>collection of documents furnishing evidence or information that requires interpretation.</p> <p>Behavioral Objective: The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.</p> <p>Learning Objective: The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.</p> <p>Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.</p>	<p>Understanding at every skill.</p> <ol style="list-style-type: none"> 2. Students: view and discuss photo, listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, Practice questions from digital reading; 3. Teacher: focus on Overview, Build Background knowledge; access the Digital Library, Connect, tap Prior Knowledge. Students: view and respond to video or artwork, Connect, listen to Language, respond primary source document related to people and places. 4. Teacher: teach vocabulary, Teach/Model Reading Strategy: Identify Emotional Responses, Practice Together, Academic Language, Active Reading: Identify Emotional Responses, Identifying primary and secondary sources, Make a Prediction, Select a Reading Strategy, Relate Words, 5. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice using words in writing, Contrast Visual Details, interpret and respond to visuals, read to identify emotional response, identify elements of informational text reading, make prediction, select a reading strategy, use word parts, and active reading. 6. Teacher/Student: Connect 	
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	<p>Reading and Writing, Connect Across the Curriculum using language arts and math, Analyze text, Research Time Period, Analyze time period, Describe People and Places, and Write About living during time period in question,</p> <p>7. Closure: Sum It Up! Vocabulary interactive</p> <p>Expansion/Extension/Homework: Complete online questions, open ended questions, essay, online formative assessments</p>	
<p>Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student</p>		
<p>Suggested Resources: Transparencies, Cicero.com, worldviewsoftware.com, Vocabulary Routines, Graphic Organizer</p>		
<p>Equipment needed: Computers, Notebooks, Graphic organizers, Google drive</p>		

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Title: Social Studies: Roots of American Government					Lesson Plan #2	
Content Area: Bilingual Social Studies						
Lesson Title: What is Democracy?			Timeframe: 7-8 days			
Lesson Components						
21 st Century Themes						
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	Health Literacy
21 st Century Skills						
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science						
Integration of Technology: Internet, SmartBoard						
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks	
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic</p>		<p>Key Vocabulary: Government, democracy, republic, citizen, civic virtue, mother country, natural rights, naturalization, unalienable rights, magistrate, executive, legislative, and executive branch</p> <p>Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude,</p> <p>Warm-up: Do Now</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none">1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together, Check Understanding at every skill.2. Students: view and discuss photo,			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test	

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<p>collection of documents furnishing evidence or information that requires interpretation.</p> <p>Behavioral Objective: The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.</p> <p>Learning Objective: The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.</p> <p>Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.</p>	<p>listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, Practice questions from digital reading;</p> <p>3. Teacher: focus on Overview, Build Background knowledge; access the Digital Library, Connect, tap Prior Knowledge. Students: view and respond to video or artwork, Connect, listen to Language, respond primary source document related to people and places.</p> <p>4. Teacher: teach vocabulary, Teach/Model Reading Strategy: Identify Emotional Responses, Practice Together, Academic Language, Active Reading: Identify Emotional Responses, Identifying primary and secondary sources, Make a Prediction, Select a Reading Strategy, Relate Words.</p> <p>5. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice using words in writing, Contrast Visual Details, interpret and respond to visuals, read to identify emotional response, identify elements of informational text reading, make prediction, select a reading strategy, use word parts, and active reading.</p> <p>6. Teacher/Student: Connect Reading and Writing, Connect Across the Curriculum using language arts and math, Analyze text, Research Time Period, Analyze time period, Describe People and Places, and Write About living during time period in question,</p> <p>7. Closure: Sum It Up! Vocabulary interactive</p> <p>Expansion/Extension/Homework: Complete online questions, open ended</p>	
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	questions, essay, online formative assessments	
Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student		
Suggested Resources: Transparencies, Cicero.com, worldviewsoftware.com, Vocabulary Routines, Graphic Organizer		
Equipment needed: Computers, Notebooks, Graphic organizers, Google drive		

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Title: Social Studies: Roots of American Government					Lesson Plan #3		
Content Area: Bilingual Social Studies							
Lesson Title: Philosophy American Constitution				Timeframe: 7-8 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 st Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science							
Integration of Technology: Internet, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a</p>		<p>Key Vocabulary: Government, democracy, republic, citizen, civic virtue, mother country, natural rights, naturalization, unalienable rights, magistrate, executive, legislative, and executive branch</p> <p>Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude,</p> <p>Warm-up: Do Now</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none">1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together, Check Understanding at every skill.2. Students: view and discuss photo,			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test		

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<p>thematic collection of documents furnishing evidence or information that requires interpretation.</p> <p>Behavioral Objective: The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.</p> <p>Learning Objective: The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.</p> <p>Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.</p>	<p>listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, Practice questions from digital reading;</p> <ol style="list-style-type: none"> 3. Teacher: focus on Overview, Build Background knowledge; access the Digital Library, Connect, tap Prior Knowledge. Students: view and respond to video or artwork, Connect, listen to Language, respond primary source document related to people and places. 4. Teacher: teach vocabulary, Teach/Model Reading Strategy: Identify Emotional Responses, Practice Together, Academic Language, Active Reading: Identify Emotional Responses, Identifying primary and secondary sources, Make a Prediction, Select a Reading Strategy, Relate Words, 5. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice using words in writing, Contrast Visual Details, interpret and respond to visuals, read to identify emotional response, identify elements of informational text reading, make prediction, select a reading strategy, use word parts, and active reading. 6. Teacher/Student: Connect Reading and Writing, Connect Across the Curriculum using language arts and math, Analyze text, Research Time Period, Analyze time period, Describe People and Places, and Write About living during time period in question, 7. Closure: Sum It Up! Vocabulary interactive <p>Expansion/Extension/Homework: Complete online questions, open ended questions, essay, online formative</p>	
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	assessments	
Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student		
Suggested Resources: Transparencies, Cicero.com, worldviewsoftware.com, Vocabulary Routines, Graphic Organizer		
Equipment needed: Computers, Notebooks, Graphic organizers, Google drive		

Unit 2

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Grade level Cluster :		8	Unit #2
Content Area: Social Studies			
Unit Title: Issues of a Constitutional Democracy		Program Design: Class period by grade level (grade 8) – 44 minutes per day	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf			
Unit Summary			
<p>The state representatives who met in Philadelphia during the summer of 1787 were mostly wealthy and influential men who shared a classical education in Greek and Roman history and a familiarity with the law. But they brought with them differing views as to how powerful a central government should be. Some, like Alexander Hamilton of New York and James Madison of Virginia, favored an energetic executive and a government with the power to tax; others, like Luther Martin of Maryland and John Lansing and Robert Yates of New York, were reluctant to imbue government with additional authority.</p> <p>Indeed, the delegates to the convention represented a wide variety of interests, and each was motivated in his decision-making by many, sometimes contradictory, factors. In 1913, historian George Washington was chosen as the presiding officer of the convention, and his presence served two purposes that proved beneficial for the proceedings. First, he reassured worried Americans that the motives of the delegates were pure; second, he kept the peace among the delegates, as few dared to misbehave in the presence of the greatest man of the day. At the outset of the convention, the delegates voted to keep the proceedings secret. However, several delegates, most famously James Madison, secretly took detailed notes on the debates and recorded the votes.</p> <p>Through a series of scaffold learning activities, students will strengthen their linguistic complexity, use academic and key vocabulary, visualize, relate to personal experience, use graphic organizers, view, interpret and respond to visuals, listen to and participate in a discussion, analyze informational text, set a purpose, recognize author intent, use word parts, activate prior knowledge, build background knowledge, deliver ideas effectively, listen to a description, describe people and places, use adjectives, identify emotional responses, read with intonation, expression and phrasing, make generalization, analyze tone, read a poem, read, analyze and predict, select a reading strategy, compare cross cultures, make comparisons, summarize, write in response to literature and informational text, listen to and present an analysis, deliver an informational presentation, participate in a song, write a research report, utilize the writing process, and reflect on their writing. Students will make a Home-School Connection by sharing with the class the news they have seen and read with their families.</p>			
Interdisciplinary Connections: Social Studies/ Language Arts/ Math/Science			
21 st Century Themes: Global Awareness, Health Literacy, Critical Thinking and Problem Solving, Collaboration			
Learning Targets			
WIDA	English Language Development Standards		
ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.		
ELD Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		

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ELD Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	
ELD Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing	
CCSS	Common Core State Standard	
Reading	RI.6.8 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
Writing	W.6.8 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
Social Studies	08.RI.01	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	08.RI.02	Determine a central idea of a text and analyze its development over the course of the text including its relationship to supporting ideas provide an objective summary of the text.
	08.RI.03	Analyze how a text makes connections among and distinctions between individuals ideas or events (e.g. through comparisons analogies or categories).
	08.RI.04	Determine the meaning of words and phrases as they are used in a text including figurative connotative and technical meanings analyze the impact of specific word choices on meaning and tone including analogies or allusions to other texts.
	08.RI.05	Analyze in detail the structure of a specific paragraph in a text including the role of particular sentences in developing and refining a key concept.
	08.RI.06	Determine an authors point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	08.RI.07	Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text video multimedia) to present a particular topic or idea.
	08.RI.08	Delineate and evaluate the argument and specific claims in a text assessing whether the reasoning is sound and the evidence is relevant and sufficient recognize when irrelevant evidence is introduced.
	08.RI.09	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
	08.RI.10	By the end of the year read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
	08.SP.01	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering outliers positive or negative association linear association and nonlinear association.

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	08.SP.02	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association informally fit a straight line and informally assess the model fit by judging the closeness of the data points to the line.
	08.SP.03	Use the equation of a linear model to solve problems in the context of bivariate measurement data interpreting the slope and intercept. For example in a linear model for a biology experiment interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.

Technology	8.1.4. E.1 Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
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Related Cultural Content Statements: Political need inspire a range of reactions.

Unit Essential Question

What challenges are being faced by the new government and the Articles of Confederation leading to the Constitution used today?

Unit Enduring Understandings

- Listening, speaking, reading, and writing about the impact the Articles of Confederation on final draft of Constitution.
- Knowledge of varied techniques and strategies aid to develop a critical thinking and analysis.

Evidence of Learning

Summative Assessment:

Students will research the topic of Constitution, using various resources. Students will then work in heterogeneous groups according to their language proficiency level. They utilize the internet to do research to develop critical analysis.

Equipment needed: Computers, Smartboard, internet resources, or Power Point

Teacher Resources: Smartboard, Power Point, *Cicerosystems.com*; *worldviewsoftware.com*.

Unit Learning Targets: Through learning activities and experiences related to the impact of the Articles of Confederation leading to the American Constitution students will:

- Understand , interpret, and apply written and spoken language related to the unit readings;
 - Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing
 - Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;
 - Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;
- Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.

About the Development of Social Studies “Start of American Democracy”

The development of this unit was inspired by the core curriculum standards in Language Arts/Social Studies/Math and Technology addressing the dependency on world influence in democracy.

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This serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning of our students.

Lesson	Lesson
Lesson 1 Articles of Confederation	8-9 days
Lesson 2 U.S. Constitution	7-8 days
Lesson 3 Branches of Government	7-8 days

Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5-- Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

Bilingual/ Sheltered Social Studies Curriculum
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Title: Issues of a Constitutional Democracy					Lesson Plan #1	
Content Area: Bilingual Social Studies						
Lesson Title: Articles of Confederation				Timeframe: 8-9 days		
Lesson Components						
21 st Century Themes						
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	Health Literacy
21 st Century Skills						
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science						
Integration of Technology: Internet, SmartBoard						
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks	
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a</p>		<p>Key Vocabulary: Key Vocabulary: Government, democracy, republic, citizen, civic virtue, mother country, natural rights, naturalization, unalienable rights, magistrate, executive, legislative, and executive branch, concurrent powers, welfare, regulate, reserved powers, compromise, representative</p> <p>Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude, commerce</p> <p>Warm-up: Do Now</p> <p>Lesson Sequence:</p> <p>1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test	

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<p>thematic collection of documents furnishing evidence or information that requires interpretation.</p> <p>Behavioral Objective: The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.</p> <p>Learning Objective: The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.</p> <p>Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.</p>	<p>Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together, Check Understanding at every skill.</p> <ol style="list-style-type: none"> 2. Students: view and discuss photo, listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, Practice questions from digital reading; 3. Teacher: focus on Overview, Build Background knowledge; access the Digital Library, Connect, tap Prior Knowledge. Students: view and respond to video or artwork, Connect, listen to Language, respond primary source document related to people and places. 4. Teacher: teach vocabulary, Teach/Model Reading Strategy: Identify Emotional Responses, Practice Together, Academic Language, Active Reading: Identify Emotional Responses, Identifying primary and secondary sources, Make a Prediction, Select a Reading Strategy, Relate Words, 5. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice using words in writing, Contrast Visual Details, interpret and respond to visuals, read to identify emotional response, 	
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	<p>identify elements of informational text reading, make prediction, select a reading strategy, use word parts, and active reading.</p> <p>6. Teacher/Student: Connect Reading and Writing, Connect Across the Curriculum using language arts and math, Analyze text, Research Time Period, Analyze time period, Describe People and Places, and Write About living during time period in question,</p> <p>7. Closure: Sum It Up! Vocabulary interactive</p> <p>Expansion/Extension/Homework: Complete online questions, open ended questions, essay, online formative assessments</p>	
<p>Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student</p>		
<p>Suggested Resources: Transparencies, Cicero.com, worldviewsoftware.com, Vocabulary Routines, Graphic Organizer</p>		
<p>Equipment needed: Computers, Notebooks, Graphic organizers, Google drive</p>		

Bilingual/ Sheltered Social Studies Curriculum
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Title: Issues of a Constitutional Democracy				Lesson Plan #2			
Content Area: Bilingual Social Studies							
Lesson Title: U.S. Constitution				Timeframe: 7-8 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 st Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science							
Integration of Technology: Internet, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic</p>		<p>Key Vocabulary: Government, democracy, republic, citizen, civic virtue, mother country, natural rights, naturalization, unalienable rights, magistrate, executive, legislative, and executive branch, concurrent powers, welfare, regulate, reserved powers, compromise, representative</p> <p>Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude</p> <p>Warm-up: Do Now</p> <p>Lesson Sequence:</p> <p>1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together, Check Understanding at every</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test		

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<p>collection of documents furnishing evidence or information that requires interpretation.</p> <p>Behavioral Objective: The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.</p> <p>Learning Objective: The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.</p> <p>Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.</p>	<p>skill.</p> <ol style="list-style-type: none"> 2. Students: view and discuss photo, listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, Practice questions from digital reading; 3. Teacher: focus on Overview, Build Background knowledge; access the Digital Library, Connect, tap Prior Knowledge. Students: view and respond to video or artwork, Connect, listen to Language, respond primary source document related to people and places. 4. Teacher: teach vocabulary, Teach/Model Reading Strategy: Identify Emotional Responses, Practice Together, Academic Language, Active Reading: Identify Emotional Responses, Identifying primary and secondary sources, Make a Prediction, Select a Reading Strategy, Relate Words. 5. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice using words in writing, Contrast Visual Details, interpret and respond to visuals, read to identify emotional response, identify elements of informational text reading, make prediction, select a reading strategy, use word parts, and active reading. 6. Teacher/Student: Connect Reading and Writing, Connect Across the Curriculum using language arts and math, Analyze text, Research Time Period, Analyze time period, Describe People and Places, and Write About living during time period in question, 7. Closure: Sum It Up! Vocabulary interactive 	
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	Expansion/Extension/Homework: Complete online questions, open ended questions, essay, online formative assessments	
Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student		
Suggested Resources: Transparencies, Cicero.com, worldviewsoftware.com, Vocabulary Routines, Graphic Organizer		
Equipment needed: Computers, Notebooks, Graphic organizers, Google drive		

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Title: Issues of a Constitutional Democracy					Lesson Plan #3		
Content Area: Bilingual Social Studies							
Lesson Title: Branches of Government				Timeframe: 7-8 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 st Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science							
Integration of Technology: Internet, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a</p>		<p>Key Vocabulary: Government, democracy, republic, citizen, civic virtue, mother country, natural rights, naturalization, unalienable rights, magistrate, executive, legislative, and executive branch, concurrent powers, welfare, regulate, reserved powers, compromise, representative</p> <p>Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude</p> <p>Warm-up: Do Now</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none">1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together, Check			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test		

Bilingual/ Sheltered Social Studies Curriculum
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<p>thematic collection of documents furnishing evidence or information that requires interpretation.</p> <p>Behavioral Objective: The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay- writing activity.</p> <p>Learning Objective: The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.</p> <p>Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.</p>	<p>Understanding at every skill.</p> <ol style="list-style-type: none"> 2. Students: view and discuss photo, listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, Practice questions from digital reading; 3. Teacher: focus on Overview, Build Background knowledge; access the Digital Library, Connect, tap Prior Knowledge. Students: view and respond to video or artwork, Connect, listen to Language, respond primary source document related to people and places. 4. Teacher: teach vocabulary, Teach/Model Reading Strategy: Identify Emotional Responses, Practice Together, Academic Language, Active Reading: Identify Emotional Responses, Identifying primary and secondary sources, Make a Prediction, Select a Reading Strategy, Relate Words, 5. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice using words in writing, Contrast Visual Details, interpret and respond to visuals, read to identify emotional response, identify elements of informational text reading, make prediction, select a reading strategy, use word parts, and active reading. 6. Teacher/Student: Connect Reading and Writing, Connect Across the Curriculum using language arts and math, Analyze text, Research Time Period, Analyze time period, Describe People and Places, and Write About living during time period in question, 7. Closure: Sum It Up! Vocabulary interactive <p>Expansion/Extension/Homework:</p>	
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	Complete online questions, open ended questions, essay, online formative assessments	
Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student		
Suggested Resources: Transparencies, Cicero.com, worldviewsoftware.com, Vocabulary Routines, Graphic Organizer		
Equipment needed: Computers, Notebooks, Graphic organizers, Google drive		

Unit 3

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UNIT 3

Grade level Cluster : 8		Unit #2
Content Area: Social Studies		
Unit Title: Civil and Humanitarian Rights		Program Design: Class period by grade level (grade 8) – 44 minutes per day
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf		
Unit Summary <p>The United States also experienced a major and relatively peaceful Civil Rights revolution – peaceful when compared to other liberation movements throughout the world. Brave African Americans had returned to their respective states where governments had instituted legal segregation after Reconstruction. They had just fought for the freedom of oppressed people all over Europe and Asia, and they were not afforded those same rights in the land of their birth. Similarly, white veterans had returned from war and had witnessed the brutality of the Holocaust and the Japanese treatment of Pacific islanders and other Asians. Many Americans began to question the justice of government-imposed segregation. Most Americans believed that the famous words of the Declaration: <i>“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness,”</i> made them Americans, and that these words stood in stark contrast to the reality of a segregated America. The horrors of the Holocaust also discredited notions racial superiority so prevalent in the pre-war popular cultural, in the settled racial science of that time, and in most leading academic circles. African Americans could more easily begin to demand justice, as the white population also began to realize how contrary a segregated society was to the documents and rhetoric that expressed the high ideals of the American founding. Through a series of scaffold learning activities, students will strengthen their linguistic complexity, use academic and key vocabulary, visualize, relate to personal experience, use graphic organizers, view, interpret and respond to visuals, listen to and participate in a discussion, analyze informational text, set a purpose, recognize author intent, use word parts, activate prior knowledge, build background knowledge, deliver ideas effectively, listen to a description, describe people and places, use adjectives, identify emotional responses, read with intonation, expression and phrasing, make generalization, analyze tone, read a poem, read, analyze and predict, select a reading strategy, compare cross cultures, make comparisons, summarize, write in response to literature and informational text, listen to and present an analysis, deliver an informational presentation, participate in a song, write a research report, utilize the writing process, and reflect on their writing. Students will make a Home-School Connection by sharing with the class the news they have seen and read with their families.</p> <p>Interdisciplinary Connections: Social Studies/ Language Arts/ Math/Science</p> <p>21st Century Themes: Global Awareness, Health Literacy, Critical Thinking and Problem Solving, Collaboration</p>		
Learning Targets		
WIDA	English Language Development Standards	
ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.	
ELD Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	

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ELD Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	
ELD Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing	
CCSS	Common Core State Standard	
Reading	RI.6.8 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
Writing	W.6.8 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
Social Studies	08.RI.01	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	08.RI.02	Determine a central idea of a text and analyze its development over the course of the text including its relationship to supporting ideas provide an objective summary of the text.
	08.RI.03	Analyze how a text makes connections among and distinctions between individuals ideas or events (e.g. through comparisons analogies or categories).
	08.RI.04	Determine the meaning of words and phrases as they are used in a text including figurative connotative and technical meanings analyze the impact of specific word choices on meaning and tone including analogies or allusions to other texts.
	08.RI.05	Analyze in detail the structure of a specific paragraph in a text including the role of particular sentences in developing and refining a key concept.
	08.RI.06	Determine an authors point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	08.RI.07	Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text video multimedia) to present a particular topic or idea.
	08.RI.08	Delineate and evaluate the argument and specific claims in a text assessing whether the reasoning is sound and the evidence is relevant and sufficient recognize when irrelevant evidence is introduced.
	08.RI.09	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
	08.RI.10	By the end of the year read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
	08.SP.01	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering outliers positive or negative association linear association and nonlinear association.

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	08.SP.02	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association informally fit a straight line and informally assess the model fit by judging the closeness of the data points to the line.
	08.SP.03	Use the equation of a linear model to solve problems in the context of bivariate measurement data interpreting the slope and intercept. For example in a linear model for a biology experiment interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
Technology	8.1.4. E.1 Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.	
Related Cultural Content Statements Human needs inspire political change.		
Unit Essential Question What challenges are faced by minority groups prior, during, and after Civil War, and its crossover into the new millennium?		Unit Enduring Understandings <ul style="list-style-type: none"> • Listening, speaking, reading, and writing about the impact of Civil Rights. • Knowledge of varied techniques and strategies aid to develop a critical thinking and analysis.
Evidence of Learning		
Summative Assessment: Students will research the topic of Civil Rights, using various resources. Students will then work in heterogeneous groups according to their language proficiency level. They utilize the internet to do research to develop critical analysis.		
Equipment needed: Computers, Smartboard, internet resources, or Power Point		
Teacher Resources: Smartboard, Power Point, <i>Cicerosystems.com</i> ; <i>worldviewsoftware.com</i> .		
Unit Learning Targets: Through learning activities and experiences related to the impact Civil Rights before, during, and after Civil War, as well as its effect in the new millennium; students will: <ul style="list-style-type: none"> • Understand , interpret, and apply written and spoken language related to the unit readings; • Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing • Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes; • Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing; Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.		
About the Development of Social Studies “Start of Civil Right” The development of this unit was inspired by the core curriculum standards in Language Arts/Social Studies/Math and Technology addressing the dependency on world influence in democracy. This serves as an illustration of how a curricular unit can be developed using historically and		

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culturally relevant authentic materials, in order to support both the language and content learning of our students.

Lesson	Lesson
Lesson 1 Antebellum America	8-9 days
Lesson 2 19th Century Global Rights	7-8 days
Lesson 3 Civil Rights New Millennium	7-8 days

Teacher Note: These lessons build upon previously learned vocabulary and reading structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

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Title: Civil and Humanitarian Rights				Lesson Plan #1			
Content Area: Bilingual Social Studies							
Lesson Title: Antebellum America				Timeframe: 8-9 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 st Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science							
Integration of Technology: Internet, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic</p>		<p>Key Vocabulary: Government, democracy, republic, citizen, civic virtue, mother country, natural rights, naturalization, unalienable rights, magistrate, executive, legislative, and executive branch, concurrent powers, welfare, regulate, reserved powers, compromise, representative; Holocaust; humanitarian, genocide, Civil Rights, slavery</p> <p>Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude, commerce</p> <p>Warm-up: Do Now</p> <p>Lesson Sequence:</p> <p>1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test		

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<p>collection of documents furnishing evidence or information that requires interpretation.</p> <p>Behavioral Objective: The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.</p> <p>Learning Objective: The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.</p> <p>Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.</p>	<p>Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together, Check Understanding at every skill.</p> <ol style="list-style-type: none"> 2. Students: view and discuss photo, listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, Practice questions from digital reading; 3. Teacher: focus on Overview, Build Background knowledge; access the Digital Library, Connect, tap Prior Knowledge. Students: view and respond to video or artwork, Connect, listen to Language, respond primary source document related to people and places. 4. Teacher: teach vocabulary, Teach/Model Reading Strategy: Identify Emotional Responses, Practice Together, Academic Language, Active Reading: Identify Emotional Responses, Identifying primary and secondary sources, Make a Prediction, Select a Reading Strategy, Relate Words, 5. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice using words in writing, Contrast Visual Details, interpret and respond to visuals, read to identify emotional response, identify elements of 	
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	<p>informational text reading, make prediction, select a reading strategy, use word parts, and active reading.</p> <p>6. Teacher/Student: Connect Reading and Writing, Connect Across the Curriculum using language arts and math, Analyze text, Research Time Period, Analyze time period, Describe People and Places, and Write About living during time period in question,</p> <p>7. Closure: Sum It Up! Vocabulary interactive</p> <p>Expansion/Extension/Homework: Complete online questions, open ended questions, essay, online formative assessments</p>	
<p>Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student</p>		
<p>Suggested Resources: Transparencies, Cicero.com, worldviewsoftware.com, Vocabulary Routines, Graphic Organizer</p>		
<p>Equipment needed: Computers, Notebooks, Graphic organizers, Google drive</p>		

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Title: Civil and Humanitarian Rights				Lesson Plan #2			
Content Area: Bilingual Social Studies							
Lesson Title: 19 th C. Global Civil Rights				Timeframe: 7-8 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 st Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science							
Integration of Technology: Internet, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a</p>		<p>Key Vocabulary: Government, democracy, republic, citizen, civic virtue, mother country, natural rights, naturalization, unalienable rights, magistrate, executive, legislative, and executive branch, Holocaust; humanitarian, genocide, Civil Rights, slavery</p> <p>Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude</p> <p>Warm-up: Do Now</p> <p>Lesson Sequence:</p> <p>1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together,</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test		

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<p>thematic collection of documents furnishing evidence or information that requires interpretation.</p> <p>Behavioral Objective: The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.</p> <p>Learning Objective: The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.</p> <p>Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.</p>	<p>Check Understanding at every skill.</p> <ol style="list-style-type: none"> 2. Students: view and discuss photo, listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, Practice questions from digital reading; 3. Teacher: focus on Overview, Build Background knowledge; access the Digital Library, Connect, tap Prior Knowledge. Students: view and respond to video or artwork, Connect, listen to Language, respond primary source document related to people and places. 4. Teacher: teach vocabulary, Teach/Model Reading Strategy: Identify Emotional Responses, Practice Together, Academic Language, Active Reading: Identify Emotional Responses, Identifying primary and secondary sources, Make a Prediction, Select a Reading Strategy, Relate Words. 5. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice using words in writing, Contrast Visual Details, interpret and respond to visuals, read to identify emotional response, identify elements of informational text reading, make prediction, select a reading strategy, use word parts, and active reading. 6. Teacher/Student: Connect Reading and Writing, Connect Across the Curriculum using language arts and math, Analyze text, Research Time Period, Analyze time period, Describe People and Places, and Write About living during time period in question, 7. Closure: Sum It Up! Vocabulary 	
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	<p style="text-align: center;">interactive</p> <p>Expansion/Extension/Homework: Complete online questions, open ended questions, essay, online formative assessments</p>	
<p>Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student</p>		
<p>Suggested Resources: Transparencies, Cicero.com, worldviewsoftware.com, Vocabulary Routines, Graphic Organizer</p>		
<p>Equipment needed: Computers, Notebooks, Graphic organizers, Google drive</p>		

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Title: Civil and Humanitarian Rights					Lesson Plan #3	
Content Area: Bilingual Social Studies						
Lesson Title: Civil Rights & New Millennium				Timeframe: 7-8 days		
Lesson Components						
21 st Century Themes						
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	Health Literacy
21 st Century Skills						
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science						
Integration of Technology: Internet, SmartBoard						
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks	
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a</p>		<p>Key Vocabulary: Government, democracy, republic, citizen, civic virtue, mother country, natural rights, naturalization, unalienable rights, magistrate, executive, legislative, and executive branch, Holocaust; humanitarian, genocide, Civil Rights, slavery</p> <p>Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude</p> <p>Warm-up: Do Now</p> <p>Lesson Sequence:</p> <p>1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together, Check</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test	

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<p>thematic collection of documents furnishing evidence or information that requires interpretation.</p> <p>Behavioral Objective: The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.</p> <p>Learning Objective: The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.</p> <p>Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.</p>	<p>Understanding at every skill.</p> <ol style="list-style-type: none"> 2. Students: view and discuss photo, listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, Practice questions from digital reading; 3. Teacher: focus on Overview, Build Background knowledge; access the Digital Library, Connect, tap Prior Knowledge. Students: view and respond to video or artwork, Connect, listen to Language, respond primary source document related to people and places. 4. Teacher: teach vocabulary, Teach/Model Reading Strategy: Identify Emotional Responses, Practice Together, Academic Language, Active Reading: Identify Emotional Responses, Identifying primary and secondary sources, Make a Prediction, Select a Reading Strategy, Relate Words, 5. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice using words in writing, Contrast Visual Details, interpret and respond to visuals, read to identify emotional response, identify elements of informational text reading, make prediction, select a reading strategy, use word parts, and active reading. 6. Teacher/Student: Connect Reading and Writing, Connect Across the Curriculum using language arts and math, Analyze text, Research Time Period, Analyze time period, Describe People and Places, and Write About living during time period in question, 7. Closure: Sum It Up! Vocabulary interactive <p>Expansion/Extension/Homework:</p>	
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	Complete online questions, open ended questions, essay, online formative assessments	
Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student		
Suggested Resources: Transparencies, Cicero.com, worldviewsoftware.com, Vocabulary Routines, Graphic Organizer		
Equipment needed: Computers, Notebooks, Graphic organizers, Google drive		

Unit 4

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Grade level Cluster :		8	Unit #4
Content Area: Social Studies			
Unit Title: Revolution, Civil Disobedience, War, Genocide		Program Design: Class period by grade level (grade 8) – 44 minutes per day	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf			
Unit Summary			
<p>As the United States approached the twentieth century, the nation began experiencing a shift from an isolated nation to one more cosmopolitan. This shift was accomplished partially through the demographic changes that large waves of immigration from Europe had created. The transition of the United States from an isolationist nation with limited ambitions outside the Western Hemisphere to a nation on its way to becoming a global superpower happened rather quickly. First, Americans looked to expand their influence and dominance internationally. Then, the United States expanded territorially outside the North American continent. America’s participation in international affairs eventually led to its participation in the Great War.</p> <p>The United States also experienced changes domestically, influenced by new ideas from European society. New movements rose that demanded that American society progress from the “enlightened” small, divided government principles of the Founding Fathers to a more “scientific” approach of a larger government run by “experts.” They believed that educated humans could plan a more perfect society and a more perfect world. Centralized planning and social engineering replaced laissez-faire economics and the concept of a divided, limited government. Through a series of scaffold learning activities, students will strengthen their linguistic complexity, use academic and key vocabulary, visualize, relate to personal experience, use graphic organizers, view, interpret and respond to visuals, listen to and participate in a discussion, analyze informational text, set a purpose, recognize author intent, use word parts, activate prior knowledge, build background knowledge, deliver ideas effectively, listen to a description, describe people and places, use adjectives, identify emotional responses, read with intonation, expression and phrasing, make generalization, analyze tone, read a poem, read, analyze and predict, select a reading strategy, compare cross cultures, make comparisons, summarize, write in response to literature and informational text, listen to and present an analysis, deliver an informational presentation, participate in a song, write a research report, utilize the writing process, and reflect on their writing. Students will make a Home-School Connection by sharing with the class the news they have seen and read with their families.</p>			
Interdisciplinary Connections: Social Studies/ Language Arts/ Math/Science			
21 st Century Themes: Global Awareness, Health Literacy, Critical Thinking and Problem Solving, Collaboration			
Learning Targets			
WIDA	English Language Development Standards		
ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.		
ELD Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		
ELD Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		

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ELD Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing	
CCSS	Common Core State Standard	
Reading	RI.6.8 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
Writing	W.6.8 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
Social Studies	08.RI.01	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	08.RI.02	Determine a central idea of a text and analyze its development over the course of the text including its relationship to supporting ideas provide an objective summary of the text.
	08.RI.03	Analyze how a text makes connections among and distinctions between individuals ideas or events (e.g. through comparisons analogies or categories).
	08.RI.04	Determine the meaning of words and phrases as they are used in a text including figurative connotative and technical meanings analyze the impact of specific word choices on meaning and tone including analogies or allusions to other texts.
	08.RI.05	Analyze in detail the structure of a specific paragraph in a text including the role of particular sentences in developing and refining a key concept.
	08.RI.06	Determine an authors point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	08.RI.07	Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text video multimedia) to present a particular topic or idea.
	08.RI.08	Delineate and evaluate the argument and specific claims in a text assessing whether the reasoning is sound and the evidence is relevant and sufficient recognize when irrelevant evidence is introduced.
	08.RI.09	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
	08.RI.10	By the end of the year read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
	08.SP.01	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering outliers positive or negative association linear association and nonlinear association.
	08.SP.02	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear

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		association informally fit a straight line and informally assess the model fit by judging the closeness of the data points to the line.
	08.SP.03	Use the equation of a linear model to solve problems in the context of bivariate measurement data interpreting the slope and intercept. For example in a linear model for a biology experiment interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
Technology	8.1.4. E.1 Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.	
Related Cultural Content Statements Human needs inspire political change.		
Unit Essential Question What influences political change over humanitarian needs?		Unit Enduring Understandings <ul style="list-style-type: none"> • Listening, speaking, reading, and writing about the impact of political changes ensuing from humanitarian rights violations. • Knowledge of varied techniques and strategies aid to develop a critical thinking and analysis.
Evidence of Learning		
Summative Assessment: Students will research the topic of Wars, Revolution, Civil Disobedience, using various resources. Students will then work in heterogeneous groups according to their language proficiency level. They utilize the internet to do research to develop critical analysis Equipment needed: Computers, Smartboard, internet resources, or Power Point Teacher Resources: Smartboard, Power Point, <i>Cicerosystems.com</i> ; <i>worldviewsoftware.com</i> .		
Unit Learning Targets: Through learning activities and experiences related to the impact Civil Rights before, during, and after Civil War, as well as its effect in the new millennium; students will: <ul style="list-style-type: none"> • Understand , interpret, and apply written and spoken language related to the unit readings; • Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing • Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes; • Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing; Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.		
About the Development of Social Studies “Wars, Revolution, Civil Disobedience” The development of this unit was inspired by the core curriculum standards in Language Arts/Social Studies/Math and Technology addressing the dependency on world influence in democracy. This serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning of		

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our students.	
Lesson	Lesson
Lesson 1 Civil Disobedience	8-9 days
Lesson 2 Revolution	7-8 days
Lesson 3 World Wars	7-8 days
Teacher Note These lessons build upon previously learned vocabulary and reading structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.	

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Title: Revolution, Civil Disobedience, War, Genocide					Lesson Plan #1	
Content Area: Bilingual Social Studies						
Lesson Title: Civil Disobedience			Timeframe: 8-9 days			
Lesson Components						
21 st Century Themes						
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	Health Literacy
21 st Century Skills						
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science						
Integration of Technology: Internet, SmartBoard						
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks	
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic</p>		<p>Key Vocabulary: Government, democracy, republic, citizen, civic virtue, mother country, natural rights, naturalization, unalienable rights, magistrate, executive, legislative, and executive branch, concurrent powers, welfare, regulate, reserved powers, compromise, representative; Holocaust; humanitarian, genocide, Civil Rights, slavery, civil disobedience, social revolution</p> <p>Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude, commerce</p> <p>Warm-up: Do Now</p> <p>Lesson Sequence:</p> <p>1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test	

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<p>collection of documents furnishing evidence or information that requires interpretation.</p> <p>Behavioral Objective: The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.</p> <p>Learning Objective: The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.</p> <p>Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.</p>	<p>Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together, Check Understanding at every skill.</p> <ol style="list-style-type: none"> 2. Students: view and discuss photo, listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, Practice questions from digital reading; 3. Teacher: focus on Overview, Build Background knowledge; access the Digital Library, Connect, tap Prior Knowledge. Students: view and respond to video or artwork, Connect, listen to Language, respond primary source document related to people and places. 4. Teacher: teach vocabulary, Teach/Model Reading Strategy: Identify Emotional Responses, Practice Together, Academic Language, Active Reading: Identify Emotional Responses, Identifying primary and secondary sources, Make a Prediction, Select a Reading Strategy, Relate Words, 5. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice using words in writing, Contrast Visual Details, interpret and respond to visuals, read to 	
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	<p>identify emotional response, identify elements of informational text reading, make prediction, select a reading strategy, use word parts, and active reading.</p> <p>6. Teacher/Student: Connect Reading and Writing, Connect Across the Curriculum using language arts and math, Analyze text, Research Time Period, Analyze time period, Describe People and Places, and Write About living during time period in question,</p> <p>7. Closure: Sum It Up! Vocabulary interactive</p> <p>Expansion/Extension/Homework: Complete online questions, open ended questions, essay, online formative assessments</p>	
<p>Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student</p>		
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Title: Revolution, Civil Disobedience, War, Genocide					Lesson Plan #2	
Content Area: Bilingual Social Studies						
Lesson Title: Revolution			Timeframe: 7-8 days			
Lesson Components						
21 st Century Themes						
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	Health Literacy
21 st Century Skills						
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science						
Integration of Technology: Internet, SmartBoard						
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks	
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic</p>		<p>Key Vocabulary: Government, democracy, republic, citizen, civic virtue, mother country, natural rights, naturalization, unalienable rights, magistrate, executive, legislative, and executive branch, Holocaust; humanitarian, genocide, Civil Rights, slavery, civil disobedience, social revolution</p> <p>Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude</p> <p>Warm-up: Do Now</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none">1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together,			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test	

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<p>collection of documents furnishing evidence or information that requires interpretation.</p> <p>Behavioral Objective: The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.</p> <p>Learning Objective: The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.</p> <p>Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.</p>	<p>Check Understanding at every skill.</p> <ol style="list-style-type: none"> 2. Students: view and discuss photo, listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, Practice questions from digital reading; 3. Teacher: focus on Overview, Build Background knowledge; access the Digital Library, Connect, tap Prior Knowledge. Students: view and respond to video or artwork, Connect, listen to Language, respond primary source document related to people and places. 4. Teacher: teach vocabulary, Teach/Model Reading Strategy: Identify Emotional Responses, Practice Together, Academic Language, Active Reading: Identify Emotional Responses, Identifying primary and secondary sources, Make a Prediction, Select a Reading Strategy, Relate Words. 5. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice using words in writing, Contrast Visual Details, interpret and respond to visuals, read to identify emotional response, identify elements of informational text reading, make prediction, select a reading strategy, use word parts, and active reading. 6. Teacher/Student: Connect Reading and Writing, Connect Across the Curriculum using language arts and math, Analyze text, Research Time Period, Analyze time period, Describe People and Places, and Write About living during time period in question, 7. Closure: Sum It Up! Vocabulary 	
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Title: Revolution, Civil Disobedience, War, Genocide				Lesson Plan #3			
Content Area: Bilingual Social Studies							
Lesson Title: World Wars				Timeframe: 7-8 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 st Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science							
Integration of Technology: Internet, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic</p>		<p>Key Vocabulary: Government, democracy, republic, citizen, civic virtue, mother country, natural rights, naturalization, unalienable rights, magistrate, executive, legislative, and executive branch, Holocaust; humanitarian, genocide, Civil Rights, slavery, civil disobedience, social revolution</p> <p>Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude</p> <p>Warm-up: Do Now</p> <p>Lesson Sequence:</p> <p>1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together, Check</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test		

Bilingual/ Sheltered Social Studies Curriculum
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<p>collection of documents furnishing evidence or information that requires interpretation.</p> <p>Behavioral Objective: The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.</p> <p>Learning Objective: The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.</p> <p>Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.</p>	<p>Understanding at every skill.</p> <ol style="list-style-type: none"> 2. Students: view and discuss photo, listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, Practice questions from digital reading; 3. Teacher: focus on Overview, Build Background knowledge; access the Digital Library, Connect, tap Prior Knowledge. Students: view and respond to video or artwork, Connect, listen to Language, respond primary source document related to people and places. 4. Teacher: teach vocabulary, Teach/Model Reading Strategy: Identify Emotional Responses, Practice Together, Academic Language, Active Reading: Identify Emotional Responses, Identifying primary and secondary sources, Make a Prediction, Select a Reading Strategy, Relate Words, 5. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice using words in writing, Contrast Visual Details, interpret and respond to visuals, read to identify emotional response, identify elements of informational text reading, make prediction, select a reading strategy, use word parts, and active reading. 6. Teacher/Student: Connect Reading and Writing, Connect Across the Curriculum using language arts and math, Analyze text, Research Time Period, Analyze time period, Describe People and Places, and Write About living during time period in question, 7. Closure: Sum It Up! Vocabulary interactive <p>Expansion/Extension/Homework:</p>	
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	Complete online questions, open ended questions, essay, online formative assessments	
Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student		
Suggested Resources: Transparencies, Cicero.com, worldviewsoftware.com, Vocabulary Routines, Graphic Organizer		
Equipment needed: Computers, Notebooks, Graphic organizers, Google drive		