## BRIDGETON PUBLIC SCHOOLS Sheltered Social Studies Curriculum

## **Eighth Grade**

**SUMMER 2014** 

Carmen Collins, Teacher
Sally Pierce, Teacher

Ericka Okafor, District Supervisor of Bilingual Education

# Unit 1

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 <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>	rel 5 Bridging

## **Unit Summary**

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.

Interdisciplinary Connections: Social Studies/ Language Arts/ Math/Science

21<sup>st</sup> Century Themes: Global Awareness, Health Literacy, Critical Thinking and Problem Solving,
Collaboration

	Learning Targets						
WIDA	English Language Development Standards						
ELD	English language learners communicate for Social and Instructional purposes within						
Standard 1	the school setting.						
ELD	English language learners communicate information, ideas, and concepts necessary						
Standard 2	2 for academic success in the content area of Language Arts.						
ELD	English language learners communicate information, ideas, and concepts necessary						
Standard 4	for academic success in the content area of Science.						
ELD	English language learners communicate information, ideas, and concepts necessary						
Standard 5	for academic success in the content area of Social Studies.						
Language	Each standard encompasses four language domains that define how ELLs process and						
Domains	use language: listening, speaking, reading, writing						
CCSS	Common Core State Standard						

Reading	RI.6.8 Integ	grate information presented in different media or formats (e.g., visually,					
	1 -	ly) as well as in words to develop a coherent understanding of a topic or					
Writing	W.6.8 Cond	uct short research projects to answer a question, drawing on several					
***************************************		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					

	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.
	using digital tools and offine resources for an 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**

- 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:

- 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	8-9 days
Roots of American Government	
Lesson 2	7-8 days
What is Democracy	

Lesson 3	7-8 days
American Constitution	

**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.

			SKILLS					
Title: Social Studies: Roots of American Government Lesson Plan #1								
Content Area: Bilingual Social Studies								
Le	sson Title: Roots of Go	ve	rnment Timeframe	8-9	) days			
			Lesson Compo	nen	ts			Tages   Ellips
	***		21st Century T	hem	<u>es</u>			
x	Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy			Civic I	iteracy		Health Literacy
	<u></u>		21st Century	Skill	<u>s</u>			
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	х	Comm	unication	х	Collaboration
In	terdisciplinary Connec	etic	ons: Social Studies/Lang	uage	Arts/ N	fath/ Science	e	
	tegration of Technolog							
	Goals/Objectives	] 	Learning Activities/Inst Strategies	ruet	ional			ent Tasks
Li re Ai (C	ad aloud of Roots on m. Democracy Cicero)  Deaking: Share and	Key Vocabulary: Government, democracy, republic, citizen, civic virtue, mother country, natural rights, naturalization, unalienable rights, magistrate, executive, legislative, and executive branch Academic Vocabulary: advantage, justice, community, congregation,  Formative Assessm  o Do Now (cross- curricular for m language arts, so and content base write On Your  O & A  On-Line Quiz o					w (cross- lar for math, ge arts, science ntent based)	
V	ompare group activity, iew and Respond to ideo, Digital Resource.	е	thics, economic, latitude  Varm-up: Do Now	, lon	gitude,	fac que	tual estic	, conceptual
Reading: Read academic vocabulary, read passages, key vocabulary, and read selection.  Writing: Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic  Lesson Sequence:  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 thematic								

collection of documents furnishing evidence or information that requires interpretation.

## Behavioral Objective:

The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.

## Learning Objective:

The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.

Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.

- Understanding at every skill.

  Students: view and discuss
- 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

## 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

Les		Title: Social Studies: Roots of American Government Lesson Plan #2					
Les	Content Area: Bilingual Social Studies						
	sson Title: What is Den	mod	······································				
		-	Lesson Components  21 <sup>st</sup> Century Themes				
T			Financial, Economic, x Civic Litera			TT145	
Х	Global Awareness	icy		Health Literacy			
			21 <sup>st</sup> Century Skills				
х	Creativity and Innovation	x	Critical Thinking and x Communicated Problem Solving	ation	x	Collaboration	
Int	terdisciplinary Conne	ctio	ons: Social Studies/Language Arts/ Math/	Scienc	е		
Int	tegration of Technolog	gy:	Internet, SmartBoard				
	Goals/Objectives		Learning Activities/Instructional Strategies	A	sses	sment Tasks	
Lis rea An	ndents will: stening: listen to a nd aloud of Roots on n. Democracy icero)	naturalization, unalienable rights, math, languagistrate, executive, legislative, and arts, scien					
Ĉo Vi	eaking: Share and ompare group activity, ew and Respond to deo, Digital Resource.	Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude,  Write On Yo Own  Q&A					
vo par vo sel Wi the	rading: Read academic cabulary, read ssages, key cabulary, and read lection.  Priting: Write About the Guiding Question, the student is to delve the pic by analyzing a	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.					

collection of documents furnishing evidence or information that requires interpretation.

## Behavioral Objective:

The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.

## Learning Objective:

The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.

Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.

- 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

Expansion/Extension/Homework: Complete online questions, open ended

## Bilingual/ Sheltered Social Studies Curriculum engaging students • Fostering achievement • Cultivating 21<sup>st</sup> Century Global skills

	<del> </del>	
	questions, essay, online formative assessments	
proficiency level depenthe Multi-Level Strate ELP 1 and 2 – determine ELP 3 and 4 – determine	ed by English language proficiency of studed by English language proficiency of studed	e need of the students, utilize  dent  dent
Suggested Resources: Routines, Graphic Orga	Transparencies, Cicero.com, worldviewso	ftware.com, Vocabulary
Equipment needed: C	omputers, Notebooks, Graphic organizers,	Google drive

				O I RAID LAND					
Title: Social Studies: Roots of American Government						t la			Lesson Plan #3
			Content Ar	ea: Bilingua	Soc	cial Studies			
	sson Title: Philosophy	Ar	nerican	Timeframe	: 7-8	3 days			
Mi		- 1	L	esson Compo	nen	ts			
(Cart			21	st Century T	hem	es			
X	Global Awareness	X	Financial, Business, Entrepren Literacy		·X	Civic Literac	у		Health Literacy
			2	1st Century S	Skill	<u>s</u>			·
Х	Creativity and Innovation	x	Critical T	hinking and Solving	Х	Communicat	ion	х	Collaboration
In	terdisciplinary Conne	etic	ons: Social	Studies/Lang	uage	Arts/ Math/ S	cienc	e	
	tegration of Technolog								
	Goals/Objectives		Learnin	g Activities/I Strategie		uctional	A	sse	ssment Tasks
List real Art (C	udents will: stening: listen to a ad aloud of Roots on n. Democracy cicero) seaking: Share and ompare group activity, iew and Respond to ideo, Digital Resource.	d m n n e A jı	emocracy, nother coun aturalizatio nagistrate, executive bracketice, comparison of the control o	ocabulary: a munity, congratitude, longitude	en, o ghts, e rigl islati dvar egat	nts, ve, and			ive Assessment: Do Now (crosscurricular for math, language arts, science and content based) Write On Your Own Q&A On-Line Quiz on factual,
vo pa vo se W th Tl	eading: Read academic ocabulary, read assages, key ocabulary, and read lection.  Friting: Write About e Guiding Question, he student is to delve eeply into a specific pic by analyzing a	I	enga photo acad Com creat Kno of cr Prac Unde	ther: Introduce ge students in o, Read Aloud emic vocabul pare, Pose Gu e a class Mine	disc d, int ary, uidin d Ma h/Mo racy, Che	cussing the croduce Share and g Question, ap, Tap Prior odel elements Vocabulary eck y skill.			conceptual questions Chapter Test

thematic collection of documents furnishing evidence or information that requires interpretation.

## **Behavioral Objective:**

The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.

## Learning Objective:

The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.

Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.

- 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

Expansion/Extension/Homework:

Complete online questions, open ended questions, essay, online formative

assessm	anta
ASSESSILI	CHLO

#### 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

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 http://www.wida.us/standards/perfdefs.pdf	rel 5 Bridging

## **Unit Summary**

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.

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.

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.

Interdisciplinary Connections: Social Studies/ Language Arts/ Math/Science
21st Century Themes: Global Awareness, Health Literacy, Critical Thinking and Problem Solving,
Collaboration

Conascialis	The second secon
	Learning Targets
WIDA	English Language Development Standards
ELD	English language learners communicate for Social and Instructional purposes within
Standard 1	the school setting.
ELD	English language learners communicate information, ideas, and concepts necessary
Standard 2	for academic success in the content area of Language Arts.

		SKILLS				
ELD	English language learners communicate information, ideas, and concepts necessary					
Standard 4	for academic success in the content area of Science.					
ELD	English lang	guage learners communicate information, ideas, and concepts necessary				
Standard 5	for academic success in the content area of Social Studies.					
Language	Each standard encompasses four language domains that define how ELLs process and					
Domains	use language: listening, speaking, reading, writing					
CCSS		Common Core State Standard				
Reading	RI.6.8 Integ	grate information presented in different media or formats (e.g., visually,				
	quantitative	ely) as well as in words to develop a coherent understanding of a topic or				
	issue					
Writing	W.6.8 Cond	duct short research projects to answer a question, drawing on several				
Ü	sources and	refocusing the inquiry when appropriate.				
Social		Cite the textual evidence that most strongly supports an analysis of what				
Studies	08.RI.01	the text says explicitly as well as inferences drawn from the text.				
		Determine a central idea of a text and analyze its development over the				
	08.RI.02	course of the text including its relationship to supporting ideas provide				
		an objective summary of the text.				
		Analyze how a text makes connections among and distinctions between				
	08.RI.03	individuals ideas or events (e.g. through comparisons analogies or				
		categories).				
		Determine the meaning of words and phrases as they are used in a text				
	00 DT 04	including figurative connotative and technical meanings analyze the				
	08.RI.04	impact of specific word choices on meaning and tone including				
		analogies or allusions to other texts.				
	00 DT 05	Analyze in detail the structure of a specific paragraph in a text including				
	08.RI.05 the role of particular sentences in developing and refining a key continuous in a text and analyze					
Determine an authors point of view or purpose in a t		Determine an authors point of view or purpose in a text and analyze how				
	08.RI.06	the author acknowledges and responds to conflicting evidence or				
		viewpoints.				
		Evaluate the advantages and disadvantages of using different mediums				
	08.RI.07	(e.g. print or digital text video multimedia) to present a particular topic				
		or idea.				
		Delineate and evaluate the argument and specific claims in a text				
	08.RI.08	assessing whether the reasoning is sound and the evidence is relevant				
		and sufficient recognize when irrelevant evidence is introduced.				
		Analyze a case in which two or more texts provide conflicting				
	08.RI.09	information on the same topic and identify where the texts disagree on				
		matters of fact or interpretation.				
		By the end of the year read and comprehend literary nonfiction at the				
	08.RI.10	high end of the grades 6-8 text complexity band independently and				
		proficiently.				
		Construct and interpret scatter plots for bivariate measurement data to				
	08.SP.01	investigate patterns of association between two quantities. Describe				
	00.51.01	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 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	country fro	.1 Investigate a problem or issue found in the United States and/or another from multiple perspectives, evaluate findings, and present possible solutions, gital tools and online resources for all steps.		

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.

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	7-8 days
U.S. Constitution	
Lesson 3	7-8 days
Branches of Government	

**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.

Ti	tle: Issues of a Const	itutional Democracy		Lesson Plan #1	
ji-t	Content Area: Bilingual Social Studies				
	sson Title: Articles of	Timeframe: 8-9	days		
Co	nfederation				
		Lesson Component	S		
		21st Century Theme	<u>es</u>		
х	Global Awareness	x Financial, Economic, x Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy	
		21st Century Skills	<u> </u>		
х	Creativity and Innovation	x Critical Thinking and x Problem Solving	Communication	x Collaboration	
In	terdisciplinary Connec	ctions: Social Studies/Language	Arts/ Math/ Science	ce	
—		y: Internet, SmartBoard			
	registron or x commone	, · · · · · · · · · · · · · · · · · · ·			
	Goals/Objectives	Learning Activities/Instructi Strategies	ional Asso	essment Tasks	
St	udents will:	Key Vocabulary: Key	Forma	tive Assessment:	
re: Aı	stening: listen to a ad aloud of Roots on m. Democracy Sicero)	Vocabulary: Government, democracy, republic, citizen, ci virtue, mother country, natural rights, naturalization, unalienal rights, magistrate, executive,	ivic cur lan ole and	Now (cross- rricular for math, guage arts, science d content based) rite On Your Own	
Co Vi	peaking: Share and compare group activity, iew and Respond to ideo, Digital Resource.	legislative, and executive brand concurrent powers, welfare, regulate, reserved powers, compromise, representative Academic Vocabulary: advant	On fac	&A n-Line Quiz on ctual, conceptual estions napter Test	
vo pa	eading: Read academic ocabulary, read assages, key	justice, community, congregati ethics, economic, latitude, long commerce	ion,	•	
Ł	cabulary, and read lection.	Warm-up: Do Now			
th Ti	Friting: Write About e Guiding Question, he student is to delve eeply into a specific pic by analyzing a	Lesson Sequence:  1. Teacher: Introduces un engage students in discussing the photo, R Aloud, introduce acade vocabulary, Share and Compare, Pose Guiding	Lead emic		

thematic collection of documents furnishing evidence or information that requires interpretation.

## Behavioral Objective:

The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essaywriting activity.

## Learning Objective:

The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.

Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.

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, 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,
- 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

## 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

			SKILLS					
Ti	tle; Issues of a Const	itu	tional Democracy				L	esson Plan #2
	Content Area: Bilingual Social Studies							
Le	sson Title: U.S. Consti	tut	on Timeframe	7-8	3 days			
			Lesson Compo			200	000	Mayer sell
			21st Century T	hem	<u>es</u>			1
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	х	Civic Litera	cy		Health Literacy
			21st Century S	Skill	<u>s</u>		, <del></del>	
X	Innovation	X	Critical Thinking and Problem Solving	х	Communica		х	Collaboration
In	terdisciplinary Conne	ctic	ons: Social Studies/Lang	uage	Arts/ Math/	Scienc	е	
In	tegration of Technolog	gy:	Internet, SmartBoard					
	Goals/Objectives		Learning Activities/I Strategies		uctional	A	sses	sment Tasks
Lia rea An (C	addents will:  stening: listen to a ad aloud of Roots on m. Democracy licero)  eaking: Share and ompare group activity, lew and Respond to deo, Digital Resource.  eading: Read academic leading: Read academic leading: key leading, and read lection.	d m n m e w c A ju e	Ley Vocabulary: Government of the country, natural right aturalization, unalienable hagistrate, executive, legistrate, regulate, reserved ompromise, representative cademic Vocabulary: a lastice, community, congression of the conomic, latitude, longitude versen Sequence:  1. Teacher: Introduce engage students in photo, Read Alouce.	en, c ghts, rights, slati ent p l pove dvar egat ude	ivic virtue,  its,  ve, and  owers,  vers,  itage,  ion, ethics,  iit and  cussing the  roduce	Forn	D cri mai ai co	ve Assessment:  oo Now (cross- curricular for eath, language ets, science and content based)  Vrite On Your  own  O&A  On-Line Quiz on ectual, conceptual uestions  Chapter Test
th Tl de to	riting: Write About e Guiding Question, ne student is to delve eply into a specific pic by analyzing a ematic		academic vocabulation Compare, Pose Guare a class Mine Prior Knowledge, elements of creating Vocabulary Practic Check Understand	ary, idin di Ma Tead ng de ce T	Share and g Question, up, Tap ch/Model emocracy, ogether,			

collection of documents furnishing evidence or information that requires interpretation.

## Behavioral Objective:

The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.

## Learning Objective:

The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.

Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating. skill.

- 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

Expansion/Extension/Homework:	
Complete online questions, open ended questions, essay, online formative	
questions, essay, omme tormative	
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

		SKILLS			
Ti	tle: Issues of a Const	itional Democracy		L	esson Plan #3
		Content Area: Bilingual Social Studies			
	sson Title: Branches of overnment	Timeframe: 7-8 days			
U		Lesson Components			
	·	21st Century Themes			
X	Global Awareness	Financial, Economic, x Civic Liters Business, and Entrepreneurial Literacy	асу		Health Literacy
		21st Century Skills			
x	Creativity and Innovation	Critical Thinking and x Communic Problem Solving	ation	X	Collaboration
Tn	terdisciplinary Conne	ions: Social Studies/Language Arts/ Math/	Science	е	
	tegration of Technolog				
	Goals/Objectives	Learning Activities/Instructional Strategies	A	sse	ssment Tasks
And (C)	stening: listen to a ad aloud of Roots on m. Democracy Sicero)  seaking: Share and compare group activity, iew and Respond to ideo, Digital Resource.  seading: Read academic ocabulary, read assages, key ocabulary, and read	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  Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude  Warm-up: Do Now  Lesson Sequence:  1. Teacher: Introduces unit and			Do Now (cross- curricular for math, language arts, science and content based) Write On Your Own Q&A On-Line Quiz of factual, conceptual questions Chapter Test
th Ti	Plection.  Priting: Write About the Guiding Question, the student is to delve the early into a specific typic by analyzing a	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 element of creating democracy, Vocabulary Practice Together, Check	s		

thematic collection of documents furnishing evidence or information that requires interpretation.

## Behavioral Objective:

The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.

## Learning Objective:

The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.

Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.

- Understanding at every skill.
- 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

Expansion/Extension/Homework:

sly by adents, utilize
•
cabulary

# Unit 3

## Bilingual/ Sheltered Social Studies Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

Grade level Cluster :	8 Unit #
Content Area: Social Studies	
Unit Title: Civil and Humanitarian Rights	<b>Program Design:</b> Class period by grade level (grade 8) – 44 minutes per day
Target Proficiency Level: Level 1 Entering to	Level 5 Bridging

## **Unit Summary**

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: "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," 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.

Interdisciplinary Connections: Social Studies/ Language Arts/ Math/Science
21<sup>st</sup> Century Themes: Global Awareness, Health Literacy, Critical Thinking and Problem Solving,
Collaboration

Control					
	Learning Targets				
WIDA	English Language Development Standards				
ELD	English language learners communicate for Social and Instructional purposes within				
Standard 1	the school setting.				
ELD	English language learners communicate information, ideas, and concepts necessary				
Standard 2	for academic success in the content area of Language Arts.				

ELD	English lan	guage learners communicate information, ideas, and concepts necessary								
Standard 4	for academic success in the content area of Science.									
ELD	English language learners communicate information, ideas, and concepts necessary									
Standard 5	for academic success in the content area of Social Studies.									
Language	Each standard encompasses four language domains that define how ELLs process and									
Domains	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	08.RI.01	Cite the textual evidence that most strongly supports an analysis of what								
Studies	08.R1.01	the text says explicitly as well as inferences drawn from the text.								
		Determine a central idea of a text and analyze its development over the								
	08.RI.02	course of the text including its relationship to supporting ideas provide								
<u> </u>		an objective summary of the text.								
		Analyze how a text makes connections among and distinctions between								
	08.RI.03	individuals ideas or events (e.g. through comparisons analogies or								
		categories).								
		Determine the meaning of words and phrases as they are used in a text								
	08.RI.04	including figurative connotative and technical meanings analyze the								
	00.11.04	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								
	00.14.05	the role of particular sentences in developing and refining a key concept.								
		Determine an authors point of view or purpose in a text and analyze how								
	08.RI.06	the author acknowledges and responds to conflicting evidence or								
		viewpoints.								
		Evaluate the advantages and disadvantages of using different mediums								
	08.RI.07	(e.g. print or digital text video multimedia) to present a particular topic								
		or idea.								
	=	Delineate and evaluate the argument and specific claims in a text								
	08.RI.08	assessing whether the reasoning is sound and the evidence is relevant								
		and sufficient recognize when irrelevant evidence is introduced.								
	00 77 00	Analyze a case in which two or more texts provide conflicting								
	08.RI.09	information on the same topic and identify where the texts disagree on								
		matters of fact or interpretation.  By the end of the year read and comprehend literary nonfiction at the								
	00 DT 10	high end of the grades 6-8 text complexity band independently and								
	08.RI.10	proficiently.								
	Construct and interpret scatter plots for bivariate measurement da									
	investigate patterns of association between two quantities. Des									
	08.SP.01 patterns such as clustering outliers positive or negative association li									
	association and nonlinear association.									
1		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 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	1 0 1: 11 TT 1: 1 Ct 1 1/ 1/ 1/ 1/				

## **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**

- 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, Cicerosystems.com; worldviewsoftware.com.

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:

- 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

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

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

**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.

Title: Civil and Humanitarian Rights						Lesson Plan #1		
Content Area: Bilingual Social Studies								
Lesson Title: Antebellum America Timeframe: 8-9 days								
Lesson Components								est y Wathern
			21st Century T	nem	<u>es</u>			
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	х	Civic Literacy			Health Literacy
			21st Century S	skill	<u>s</u>			
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	х	Comm	unication	х	Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science								
Integration of Technology: Internet, SmartBoard								
Goals/Objectives Learning Activities/Instructional Assessment Tasks Strategies								
Li. rea	edents will:  stening: listen to a ad aloud of Roots on m. Democracy licero)  seaking: Share and compare group activity, lew and Respond to ideo, Digital Resource.  seading: Read academic cabulary, read issages, key icabulary, and read lection.	de viril le con recon con H	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  Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude, commerce  Warm-up: Do Now  Lesson Sequence:			Formative Assessment:  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		
Writing: Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic			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					

collection of documents furnishing evidence or information that requires interpretation.

## Behavioral Objective:

The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essaywriting activity.

## Learning Objective:

The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.

Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.

- 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, 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

SKILLS	
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	
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

Title: Civil and Human	itarian Right	ts	W. F		5		Lesson Plan #2
Content Area: Bilingual Social Studies							
Lesson Title: 19 <sup>th</sup> C. Global Civil Timeframe: 7-8 days							
LUCK SINES THE	iller in the	esson Compo	nen	ts			
	<u>21</u>	st Century T	hem	es			
x Global Awareness	Financial, Business, Entrepren Literacy		х	Civic Litera	су		Health Literacy
	2	1st Century S	Skill	<u>s</u>			
x Creativity and Innovation	x Critical T	hinking and Solving	х	Communica	tion	х	Collaboration
Interdisciplinary Connec	tions: Social	Studies/Lang	ıage	Arts/ Math/	Scienc	e	
Integration of Technolog							
Goals/Objectives	Learnin	g Activities/h Strategies		uetional	A	sses	sment Tasks
Students will:  Listening: listen to a read aloud of Roots on Am. Democracy (Cicero)  Speaking: Share and Compare group activity, View and Respond to Video, Digital Resource.  Reading: Read academic vocabulary, read passages, key vocabulary, and read selection.  Writing: Write About the Guiding Question, The student is to delve	mother counnaturalization magistrate, executive brown humanitarian slavery  Academic V justice, come economic, la  Warm-up:  Lesson Sequence of the sequence o		ghts, rightsslati slati slati st; livil dvar egat disc disc disc disc disc disc disc disc	nts, ve, and Rights, ntage, ion, ethics,  it and cussing the croduce Share and g Question, ap, Tap		cr an cr V C C C fa	oo Now (cross- carricular for nath, language rts, science and content based) Vrite On Your own O&A On-Line Quiz on actual, onceptual uestions Chapter Test

thematic collection of documents furnishing evidence or information that requires interpretation.

#### Behavioral Objective:

The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.

#### Learning Objective:

The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.

Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.

- Check Understanding at every skill.
- 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	
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

Title: Civil and Human	itarian Rights	A [14] [14]			Lesson Plan #3		
Content Area: Bilingual Social Studies							
Lesson Title: Civil Rights Millennium	& New T	imeframe: 7-	8 days		6-		
	Less	on Componen	ıts	NA IN			
	21 <sup>st</sup>	Century Then	ies				
x Global Awareness	Financial, E Business, a Entrepreneu Literacy	nd	Civic Literac	у	Health Literacy		
	21 <sup>s</sup>	Century Skil	ls				
x Creativity and Innovation	Critical Thir Problem So	_	Communicat	ion x	Collaboration		
Interdisciplinary Connec	tions: Social St	udies/Language	e Arts/ Math/ S	cience			
Integration of Technolog							
Goals/Objectives	Learning	Activities/Inst Strategies	ructional	Ass	essment Tasks		
Listening: listen to a read aloud of Roots on Am. Democracy (Cicero)  Speaking: Share and Compare group activity, View and Respond to Video, Digital Resource.  Reading: Read academic vocabulary, read passages, key vocabulary, and read selection.  Writing: Write About the Guiding Question, The student is to delve	engage photo, acaden Compa create	y, natural rights unalienable rig cutive, legislat ch, Holocaust; genocide, Civil cabulary: advanity, congregatude, longitude o Now nce:  a: Introduces us students in dis Read Aloud, in nic vocabulary, are, Pose Guidina class Mind M	hts, ive, and Rights, ntage, tion, ethics, nit and ccussing the atroduce Share and ng Question,	•	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		

thematic collection of documents furnishing evidence or information that requires interpretation.

#### Behavioral Objective:

The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.

#### Learning Objective:

The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.

Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.

- Understanding at every skill.
- 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

Expansion/Extension/Homework:

	Complete online questions, open ended questions, essay, online formative assessments	·
Differentiation		•
proficiency level de	g; deliberately pair students homogeneously or pending on the objective (Depending on the r	heterogeneously by need of the students, utilize
the Multi-Level Sta	rategies)	
ELP 1 and 2 - deter	mined by English language proficiency of stude	nt
ELP 3 and 4 - deter	mined by English language proficiency of stude	nt
Suggested Resource Routines, Graphic C	es: Transparencies, Cicero.com, worldviewsoftv	vare.com, Vocabulary

# Unit 4

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 http://www.wida.us/standards/perfdefs.pdf	vel 5 Bridging

#### **Unit Summary**

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.

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.

Interdisciplinary Connections: Social Studies/ Language Arts/ Math/Science
21<sup>st</sup> Century Themes: Global Awareness, Health Literacy, Critical Thinking and Problem Solving,
Collaboration

	Learning Targets
WIDA	English Language Development Standards
ELD	English language learners communicate for Social and Instructional purposes within
Standard 1	the school setting.
ELD	English language learners communicate information, ideas, and concepts necessary
Standard 2	for academic success in the content area of Language Arts.
ELD	English language learners communicate information, ideas, and concepts necessary
Standard 4	for academic success in the content area of Science.

ELD	English lang	guage learners communicate information, ideas, and concepts necessary						
Standard 5	for academic success in the content area of Social Studies.							
Language Domains	Each standa use languag	rd encompasses four language domains that define how ELLs process and e: listening, speaking, reading, writing						
CCSS	Common Core State Standard							
Reading	quantitative issue.	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 Cond	nduct 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.						
į	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						

	08.SP.03	association informally fit a straight line and informally assess the model fit by judging the closeness of the data points to the line.  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 cmhr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.		
Technology				

#### **Related Cultural Content Statements**

Human needs inspire political change.	
Unit Essential Question What influences political change over humanitarian needs?	<ul> <li>Unit Enduring Understandings</li> <li>Listening, speaking, reading, and writing about the impact of political changes ensuing from humanitarian rights violations.</li> <li>Knowledge of varied techniques and strategies aid to develop a critical thinking and analysis.</li> </ul>
Distriction of the state of the	SCI coming

#### 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, Cicerosystems.com; worldviewsoftware.com.

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:

- 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

our students.	
Lesson	Lesson
Lesson 1	8-9 days
Civil Disobedience	
Lesson 2	7-8 days
Revolution	
Lesson 3	7-8 days
World Wars	

**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.

			SKILLS					
Ti	tle: Revolution, Civi	D	isobedience, War, Geno	cide		10 - T		Lesson Plan #1
	Content Area: Bilingual Social Studies							
Le	esson Title: Civil Disob	edi	ence Timeframe:	8-9	days days			
			Lesson Compo	nen	ts			
			21st Century Tl	<u>iem</u>	<u>es</u>			
X	Global Awareness	x	Financial, Economic, x Civic Livic Livic Entrepreneurial Literacy		iteracy		Health Literacy	
			21st Century S	kill	<u>s</u>			
х	Creativity and Innovation	X	Critical Thinking and Problem Solving	Х	Comm	ınication	х	Collaboration
In	terdisciplinary Conne	etic	ons: Social Studies/Langu	age	Arts/ M	ath/ Science	е	
In	tegration of Technolog				a start	IS ESSE		
	Goals/Objectives		Learning Activities/Inst Strategies	ruet 	ional	Asse	ssn	ient Tasks
Lia rea An (C) Spp Co Vi Vi Vi Rea vo	udents will:  stening: listen to a ad aloud of Roots on m. Democracy Sicero)  seaking: Share and compare group activity, siew and Respond to sideo, Digital Resource.  seading: Read academic cabulary, read assages, key ocabulary, and read slection.	d v ri ri le c re c c H C d A ijv e c c	Ley Vocabulary: Governmenter country, not emocracy, republic, citized in tue, mother country, not ghts, naturalization, unall ghts, magistrate, executive gislative, and executive loncurrent powers, welfar egulate, reserved powers, compromise, representative follocaust; humanitarian, givil Rights, slavery, civil isobedience, social revolutional revolution commence seconomic, latitude, commerce	en, curalicena //e, orrange, e; e; e; dvar dvar egat	ble ch, cide, natage, ion,	<ul> <li>Do cur lang and</li> <li>Wr</li> <li>Q&amp;</li> <li>On fact que</li> </ul>	Novericularity (1994) I contite (1994) Lingularity (1994)	e Assessment:  w (cross- lar for math, ge arts, science ntent based) On Your Own  ne Quiz on , conceptual ons or Test
th Tl de to	Priting: Write About the Guiding Question, the student is to delve the eply into a specific pic by analyzing a mematic	1	Varm-up: Do Now Lesson Sequence:  1. Teacher: Introduce engage students in discussing the pho Aloud, introduce a vocabulary, Share	to, F	Read	÷		

collection of documents furnishing evidence or information that requires interpretation.

#### Behavioral Objective:

The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.

#### Learning Objective:

The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.

Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.

- 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, 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

#### 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

			SMILLS						
Ti	Title: Revolution, Civil Disobedience, War, Genocide Lesson Plan #2					Lesson Plan #2			
Content Area: Bilingual Social Studies				ial Studies					
Le	Lesson Title: Revolution Timeframe: 7-8 days								
	TO BE SHALL		Lesson Compo						
			21st Century T	hem	<u>es</u>		r-		
x	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	Х	Civic Litera	cy		Health Literacy	
			21st Century S	Skill	<u>s</u>				
х	Creativity and Innovation	x	Critical Thinking and Problem Solving	х	Communica	tion	х	Collaboration	
In	terdisciplinary Conne	etic	ons: Social Studies/Langu	ıage	Arts/ Math/ S	Scienc	e		
In	tegration of Technolog	gy:	Internet, SmartBoard	18					
	Goals/Objectives		Learning Activities/I Strategies		tetional	A	sses	sment Tasks	
Students will:  Listening: listen to a read aloud of Roots on Am. Democracy (Cicero)			Key Vocabulary: Government, democracy, republic, citizen, civic virtue, mother country, natural rights, naturalization, unalienable rights, magistrate, executive, legislative, and executive branch, Holocaust;				Do Now (cross- curricular for math, language arts, science and content based)		
Co Vi Vi	Speaking: Share and Compare group activity, View and Respond to Video, Digital Resource.  Reading: Read academic  humanitarian, genocide, Civil Rights, slavery, civil disobedience, social revolution  Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude				•	Q Q fa	Vrite On Your Own O&A On-Line Quiz on actual, onceptual		
vo pa vo	cabulary, read ssages, key cabulary, and read	1	Warm-up: Do Now Lesson Sequence:				_	uestions hapter Test	
Writing: Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic			1. Teacher: Introduce engage students in photo, Read Aloud academic vocabula Compare, Pose Gucreate a class Mino Prior Knowledge, elements of creatin Vocabulary Practic	discol, intary, sidin I Ma Teac Ig de	ussing the roduce Share and g Question, up, Tap sh/Model emocracy,				

collection of documents furnishing evidence or information that requires interpretation.

#### Behavioral Objective:

The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.

#### Learning Objective:

The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.

Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.

- Check Understanding at every skill.
- 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	
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

			SKILLS					
Ili	tle: Revolution, Civi		isobedience, War, Genocide		3	Lesson Plan #3		
<u></u>			Content Area: Bilingual Social Studies					
Le	esson Title: World War	S	Timeframe: 7-8 days		- 19			
	The state of the s		Lesson Components					
			21st Century Themes					
х	Global Awareness	X	Financial, Economic, x Civic Literac Business, and Entrepreneurial Literacy	су		Health Literacy		
			21st Century Skills					
х	Creativity and Innovation	х	Critical Thinking and x Communicate Problem Solving	ion	х	Collaboration		
In	terdisciplinary Conne	etic	ons: Social Studies/Language Arts/ Math/ S	Scienc	e			
$\vdash$	tegration of Technolog							
	Goals/Objectives		Learning Activities/Instructional Strategies	A	sse	ssment Tasks		
St	udents will:		Ley Vocabulary: Government,	For	mat	ive Assessment:		
Spp Ccc Vi Vi Ree vo	Listening: listen to a read aloud of Roots on Am. Democracy (Cicero)  Speaking: Share and Compare group activity, View and Respond to Video, Digital Resource.  Reading: Read academic vocabulary, read passages, key vocabulary, and read selection.		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  Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude  Warm-up: Do Now  Lesson Sequence:  1. Teacher: Introduces unit and			<ul> <li>Do Now (cross-curricular for math, language arts, science and content based)</li> <li>Write On Your Own</li> <li>Q&amp;A</li> <li>On-Line Quiz on factual, conceptual questions</li> <li>Chapter Test</li> </ul>		
the Tl de to	riting: Write About e Guiding Question, ne student is to delve seply into a specific pic by analyzing a ematic		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					

collection of documents furnishing evidence or information that requires interpretation.

#### Behavioral Objective:

The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.

#### Learning Objective:

The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.

Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.

- Understanding at every skill.
- 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

Expansion/Extension/Homework:

	SKILLES				
	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 Resour Routines, Graphic	ces: Transparencies, Cicero.com, worldviewsoftw Organizer	are.com, Vocabulary			