BRIDGETON PUBLIC SCHOOLS Sheltered Social Studies Curriculum

Sixth-Seventh Grade

SUMMER 2014

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Unit 1

Grade level Cluster :	7	Unit #1
Content Area: Social Studies		
Unit Title: Ancient Civilizations	Program Design: Classical (grade 8) – 44 minute	ass period by grade level es per day
Target Proficiency Level: Level 1 Enterihttp://www.wida.us/standards/perfdefs.pd		

Unit Summary

Civilization is covered beginning with the Neolithic period, and continues through the early civilizations of the Middle East, China, India, Africa, Latin America, and Europe. The focus of the unit is to identify five of ten basic characteristics found in all early civilizations. Identifying the basic geographical locations and landforms as well as important rivers where civilization began. 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

	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 for				
Standard 2	academic success in the content area of Language Arts.				
ELD	English language learners communicate information, ideas, and concepts necessary for				
Standard 4	standard 4 academic success in the content area of Science.				
ELD	English language learners communicate information, ideas, and concepts necessary for				
Standard 5	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				

		SKILLS
	sources and	refocusing the inquiry when appropriate.
Social Studies	07.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.
Studies	07.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.
	07.RI.03	Analyze how a text makes connections among and distinctions between individuals ideas or events (e.g. through comparisons analogies or categories).
	07.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.
	07.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.
	07.RI.06	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	07.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.
	07.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.
	07.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.
	07.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.
	07.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.
	07.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.
Technology	7.1.4. E.1 I	nvestigate a problem or issue found in the United States and/or another
61	country fro	m multiple perspectives, evaluate findings, and present possible solutions,
		al tools and online resources for all steps.
Related Cul	tural Conte	nt Statements
		rarious civilizations

Bilingual/ Sheltered Social Studies Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit Essential Question

What challenges can be experienced by the new civilizations?

Unit Enduring Understandings

- Listening, speaking, reading, and writing about the five basic needs of establishing a civilization
- 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 Ancient Civilizations, 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 the establishment of the ancient civilizations 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 "The Start of Civilization"

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
Egypt and Mesopotamia	
Lesson 2	7-8 days
China and India	
Lesson 3	7-8 days
Greeks and Rome	

Teacher Note: These lessons build upon discussion frames of what is known about how society is created. 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: Ancient Civilizat	ion	IS					Lesson Plan #1
	Content Area: Bilingual Social Studies							
Le	Lesson Title: Egypt and Mesopotamia Timeframe: 8-9 days							
-	Lesson Components							
			21st Century T	hem	es			
х	Global Awareness	х	Financial, Economic, x Civic Literacy Business, and Entrepreneurial Literacy			Health Literacy		
			21st Century S	Skill	<u>s</u>			
х	Creativity and Innovation	X	Critical Thinking and Problem Solving	х	Comm	nunication	X	Collaboration
In	terdisciplinary Connec	ctio	ns: Social Studies/Lang	uage	Arts/ N	/Iath/ Scienc	e	
In	tegration of Technolog	y:	Internet, SmartBoard					
	Goals/Objectives	I	earning Activities/Inst. Strategies	ruci	ional	Asse	ssm	nent Tasks
List real Art (C Spp Ccc Vi Vi Real vo pa vo sel	udents will: stening: listen to a ad aloud of Roots on m. Democracy icero) eaking: Share and ompare group activity, ew and Respond to deo, Digital Resource. eading: Read academic cabulary, read ssages, key cabulary, and read lection.	ar page mi Sa cu C. Scopl Z. A. ju eco	ey Vocabulary: Govern recheologist, artifacts, cave aintings, cultural diffusion cography, irrigation, Mestaclear family, hominids, apiens, Sumerians, barter aneiform, dynasty, Fertile rescent, hieroglyphics, Stribe, pyramids, polytheis naraoh, Torah, ziggurats, coroastrianism cademic Vocabulary: a estice, community, congresonomic, latitude, longitude varm-up: Do Now esson Sequence:	e n, fo sopo Hon r, e emit stic, dvar egat ade	ossils, tamia, no ric, ntage, ion,	 Do cur lang and Wr Q& Onfact que 	Novicua guag con ite (:A -Lin tual,	Assessment: w (cross- lar for math, ge arts, science ntent based) On Your Own e Quiz on conceptual ns r Test
the Th de to	riting: Write About e Guiding Question, ne student is to delve eply into a specific pic by analyzing a ematic		1. Teacher: Introduce engage students in discussing the photo Aloud, introduce a vocabulary, Share Compare, Pose Gu Question, create a	to, F cade and idin	tead emic			

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.

- Mind Map, Tap Prior
 Knowledge, Teach/Model
 elements of creating
 democracy, Vocabulary
 Practice Together, Check
 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: 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

Til	tle: Ancient Civilizati	on	s)				A	Lesson Plan #2	
Content Area: Bilingual Social Studies									
Le	esson Title: China & Ind	lia	Timeframe:	7-8	3 days		-		
		7	Lesson Compo						
			21st Century Tl	iem	<u>es</u>				
X	Global Awareness	х	Financial, Economic, Business, and Entrepreneurial Literacy	Х	Civic Litera	су		Health Literacy	
			21st Century S	kill	<u>s</u>				
X	Creativity and Innovation	х	Critical Thinking and Problem Solving	Х	Communica	tion	x Collaboration		
In	terdisciplinary Connec	tio	ns: Social Studies/Langu	iage	Arts/ Math/ S	Scienc	e		
	tegration of Technolog								
						2001100			
	Goals/Objectives		Learning Activities/In Strategies		uctional		2000	ssment Tasks	
Litre A (C	cudents will: istening: listen to a ead aloud of Roots on m. Democracy Cicero) peaking: Share and	mother country, natural rights, naturalization, unalienable rights, magistrate, executive, legislative, and executive branch Academic Vocabulary: advantage, curriculary math, legislative, and content				o Now (cross- arricular for ath, language ts, science and ontent based) Vrite On Your wn			
V	ompare group activity, iew and Respond to ideo, Digital Resource.	e v	stice, community, congrections on the street street street constitution of the street			•	Ç F	Q&A On-Line Quiz on actual,	
pa Ve	eading: Read academic ocabulary, read assages, key ocabulary, and read election.		1. Teacher: Introduce engage students in photo, Read Aloud academic vocabula Compare, Pose Gu	diso l, int ary,	cussing the croduce Share and	conceptual questions Chapter Test			
th T d	Vriting: Write About ne Guiding Question, The student is to delve eeply into a specific opic by analyzing a nematic		create a class Mine Prior Knowledge, elements of creatin Vocabulary Practic Check Understand skill. 2. Students: view and	I Margarian Margarian Teams of the Teams of	ap, Tap ch/Model emocracy, ogether, at every				

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

	SKILLS	
	questions, essay, online formative assessments	
proficiency level depo the Multi-Level Stra ELP 1 and 2 – determ ELP 3 and 4 – determ	ined by English language proficiency of str ined by English language proficiency of str	he need of the students, utilize udent udent
Suggested Resources Routines, Graphic Or	s: Transparencies, Cicero.com, worldviews ganizer	oftware.com, Vocabulary
Equipment needed:	Computers, Notebooks, Graphic organizers	s, Google drive

Title: Ancient Civiliza	tions	1 10 10 10					Lesson Plan #3
Content Area: Bilingual Social Studies							
Lesson Title: Philosophy American Constitution Timeframe: 7-8 days							
058-012-11-01-512-0		esson Compo	men	ts		W.	
	21	l st Century T	hem	es	7-72-		SE 50) NOSE
x Global Awareness	x Financial Business, Entrepren Literacy		Х	Civic Literacy	у		Health Literacy
		21st Century	Skill	<u>s</u>		,	
x Creativity and Innovation	x Critical T Problem	hinking and Solving	X	Communicati	on	Х	Collaboration
Interdisciplinary Conne	ections: Social	Studies/Lang	uage	Arts/ Math/ So	cienc	е	
Integration of Technolo			-				
Goals/Objectives	Learnii	ng Activities/i Strategie		uctional	A	sse	ssment 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.	democracy, mother cour naturalization magistrate, executive by Academic Vijustice, comeconomic, 1	Vocabulary: a umunity, congr atitude, longit Do Now	en, oghts, e rigi islati advar	civic virtue, thts, ive, and ntage,	FOII		Do Now (cross-curricular for math, language arts, science and content based) Write On Your Own Q&A On-Line Quiz on factual, 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	1. Teamenga photoacac Concrea Knoo of c	cher: Introduc age students in to, Read Alou lemic vocabul npare, Pose G tte a class Min	n dison d, interpretation distributed Market	cussing the troduce Share and ag 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

assessments

Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies)

ELP 1 and 2 - determined by English language proficiency of student

ELP 3 and 4 - determined by English language proficiency of student

Suggested Resources: Transparencies, Cicero.com, worldviewsoftware.com, Vocabulary Routines, Graphic Organizer

Equipment needed: Computers, Notebooks, Graphic organizers, Google drive

Unit 2

Grade level Cluster:	7 Unit #2
Content Area: Social Studies	
Unit Title: Age of Revolution	Program Design: Class period by grade level (grade 7) – 44 minutes per day
Target Proficiency Level: Level 1 Enter http://www.wida.us/standards/perfdefs.pe	ring to Level 5 Bridging df

Unit Summary

Breakthrough in science and technology create an Age of Revolution. Scientists, explorers, and people begin to question past practice and explore more viable, scientifically proven theories. One of the major staples of the end of the nineteenth century was the development of powerful industries. Dynamic individuals seized the opportunities of the time to not only form mammoth enterprises, but become powerful forces for change globally. 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

Conadoration					
# III	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 for				
Standard 2	academic success in the content area of Language Arts.				
ELD	English language learners communicate information, ideas, and concepts necessary for				
Standard 4	standard 4 academic success in the content area of Science.				
ELD	English language learners communicate information, ideas, and concepts necessary for				
Standard 5	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				

		SKILLS
	sources and	refocusing the inquiry when appropriate.
Social Studies	07.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.
Studies	07.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.
	07.RI.03	Analyze how a text makes connections among and distinctions between individuals ideas or events (e.g. through comparisons analogies or categories).
	07.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.
	07.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.
	07.RI.06	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	07.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.
	07.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.
	07.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.
	07.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.
	07.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.
	07.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.
echnology	country fro	nvestigate a problem or issue found in the United States and/or another m multiple perspectives, evaluate findings, and present possible solutions al tools and online resources for all steps.
Related Cul		nt Statements
		arious civilizations

Cultural introduction to various civilizations

Unit Essential Question

How does the Age of Revolution change science theory and experimentation?

Unit Enduring Understandings

- Listening, speaking, reading, and writing about the Age of Revolution.
- 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 Age of Exploration, 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 the establishment of the ancient civilizations 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 "Age of Revolution"

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
Age of Revolution	
Lesson 2	7-8 days
Industrial Revolution	
Lesson 3	7-8 days
Technological Revolution	

Teacher Note: These lessons build upon discussion frames of what is known about how society is created. 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: Age or Revolution Lesson Plan #1							
Content Area: Bilingual Social Studies							
Lesson Title: Age of Rev	olution	Timeframe:	8-9	days			
THE PARTY NAMED IN	L	esson Compo	nen	ts			(Historia de la
	<u>2</u> 1	St Century T	hem	es		· · · · · ·	
x Global Awareness	Business,	Business, and Entrepreneurial			Literacy		Health Literacy
		21st Century S	Skill	<u>s</u>			
x Creativity and Innovation	Critical T	hinking and Solving	х	Comm	unication	х	Collaboration
Interdisciplinary Connec	tions: Social	Studies/Lang	uage	Arts/ N	fath/ Scienc	е	
Integration of Technolog							
Goals/Objectives	Learning A	Activities/Inst Strategies	ruet	iional	Asse	ssm	ent 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.	Key Vocabulary: Government, cultural diffusion, geography, irrigation, nuclear family, hominids, Homo Sapiens, barter, cuneiform, dynasty, hieroglyphics, Semitic, pyramids, polytheistic, pharaoh, Torah, ziggurats, Zoroastrianism, Age of Reason, Aristocracy, balance of Power, Bastille, check and balances, civil liberties, conservative, constitution, constitutional monarchy, coup d'etat, Declaration of Rights of Man, "El Grito de Dolores", Encomienda system, hereditary monarchy, laissez-faire, nationalism,				w (cross- lar for math, ge arts, science ntent based) On Your Own he Quiz on , conceptual		
Writing: Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a	natural law, natural rights, parliament, peninsulares, Reign of Terror, Tennis Court Oath, tyranny Academic Vocabulary: advantage, justice, community, congregation, economic, latitude, longitude,						

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.

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 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,

SKILLS	
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	1
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	

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

formative assessments

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

DATE DELL'A				
Title: Age or Revolution	ALTE.	Lesson Plan #2		
Content Area: Bilingual Social Studies				
Lesson Title: Industrial Re	volution Timeframe	: 7-8 days		
	Lesson Compo	onents		
	21st Century T	heme <u>s</u>		
x Global Awareness x	Financial, Economic, x Civic Literal Business, and Entrepreneurial Literacy		су	Health Literacy
	21st Century	<u>Skills</u>		
x Creativity and x Innovation	Problem Solving	x Communica		Collaboration
Interdisciplinary Connect	tions: Social Studies/Lang	guage Arts/ Math/	Science	
Integration of Technology				
Goals/Objectives	Learning Activities/ Strategie			ssment 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 deeply into a specific topic by analyzing a thematic	conservative, constitution, constitutional conceptual			

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.

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 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	
Expar	nsion/Extension/Homework:	
Comp	lete online questions, open ended	
	ons, essay, online formative	
assess		

Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies)

ELP 1 and 2 - determined by English language proficiency of student

ELP 3 and 4 - determined by English language proficiency of student

Suggested Resources: Transparencies, Cicero.com, worldviewsoftware.com, Vocabulary Routines, Graphic Organizer

Equipment needed: Computers, Notebooks, Graphic organizers, Google drive

Unit 3

			SKILLS					
Title: Age or Revolution						M	Lesson Plan #3	
Content Area: Bilingual Social Studies								
Lesson Title:	Technology	Re	evolution Timeframe	: 7-8	days			-v
			Lesson Comp	nen	ts			
			21st Century T	<u>hem</u>	es			
x Global Aw	vareness	Х	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	У		Health Literacy
			21st Century	Skill	<u>s</u>		···········	
x Creativity Innovation		X	Critical Thinking and Problem Solving	X	Communicati	on —	х	Collaboration
Interdisciplin	ary Connec	etic	ons: Social Studies/Lang	uage	Arts/ Math/ So	cienc	e	
			Internet, SmartBoard					
Goals/Ob	Goals/Objectives Learning Activities/Instructional Assessment Tasks Strategies							
Students will: Listening: listeread aloud of Am. Democratical Cicero) Speaking: Shat Compare ground View and Rest Video, Digital Reading:	Roots on accy are and ap activity, apond to I Resource. d academic ead	Key Vocabulary: Government, archeologist, cultural diffusion, fossils, geography, irrigation, nuclear family, hominids, Homo Sapiens, barter, cuneiform, dynasty, hieroglyphics, Semitic, scribe, pyramids, polytheistic, Torah, ziggurats, Zoroastrianism, Age of Reason, Aristocracy, balance of Power, Bastille, check and balances, civil liberties, conservative, constitution, constitutional monarchy, coup d'etat, Declaration of Rights of Man, "El Grito de Dolores", Encomienda system, hereditary monarchy, laissez-faire, nationalism, natural law, natural rights, parliament, peninsulares, Reign of Terror, Tennis Court Oath, tyranny				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		
Writing: Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude Warm-up: Do Now Lesson Sequence: 1. Teacher: Introduces unit and								

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. engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together, Check Understanding at every skill.

- 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

Bilingual/ Sheltered Social Studies Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade level Cluster:	7	Unit#3
Content Area: Social Studies		
Unit Title: Struggle for Freedom		Design: Class period by grade level – 44 minutes per day
Target Proficiency Level: Level 1 Enterihttp://www.wida.us/standards/perfdefs.pd	ng to Level 5 Bridg	ing

Unit Summary

After the war, 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. The world is experiencing civil rights movement in countries where monarchies, dictatorships, imperialism. 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

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 for			

Standard 2	academic success in the content area of Language Arts.							
ELD	English language learners communicate information, ideas, and concepts necessary for							
Standard 4	academic success in the content area of Science.							
ELD	English language learners communicate information, ideas, and concepts necessary for							
Standard 5	academic success in the content area of Social Studies.							
Language	Each standard encompasses four language domains that define how ELLs process and							
Domains	use languag	ge: 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 Cone	duct short research projects to answer a question, drawing on several						
	sources and	l refocusing the inquiry when appropriate.						
Social	07.RI.01	Cite the textual evidence that most strongly supports an analysis of what the						
Studies		text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the						
	07.RI.02	course of the text including its relationship to supporting ideas provide an						
		objective summary of the text.						
	07.RI.03	Analyze how a text makes connections among and distinctions between individuals ideas or events (e.g. through comparisons analogies or						
	07.K1.03	categories).						
		Determine the meaning of words and phrases as they are used in a text						
	07.RI.04	including figurative connotative and technical meanings analyze the impact of specific word choices on meaning and tone including analogies or allusions						
		to other texts.						
	Analyze in detail the structure of a specific paragraph in a text including							
	07.RI.05	the role of particular sentences in developing and refining a key concept.						
		Determine an author's point of view or purpose in a text and analyze						
	07.RI.06 how the author acknowledges and responds to conflicting evidence or viewpoints.							
		Evaluate the advantages and disadvantages of using different mediums						
	07.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						
	07.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						
	07.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						
	07.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						
İ	_{07.SP.01}	investigate patterns of association between two quantities. Describe						
	07.51.01	patterns such as clustering outliers positive or negative association linear						
		association and nonlinear association.						
	07.SP.02	Know that straight lines are widely used to model relationships between						
	07.51.02	two quantitative variables. For scatter plots that suggest a linear						

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	association informally fit a straight line and informally assess the model fit by judging the closeness of the data points to the line.				
Technology	7.1.4. 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.				
	tural Content Statements eduction to various civilizations				
	e struggle for freedom create	 Unit Enduring Understandings Listening, speaking, reading, and writing about the struggle for freedom. 			
political strif	e <i>!</i>	Knowledge of varied techniques and strategies aid to develop a critical thinking and analysis.			
	Evidence (of Learning			
heterogeneouresearch to de Equipment	I research the topic of Civil, using varus groups according to their language evelop critical analysis. needed: Computers, Smartboard, Intelligence	rious resources. Students will then work in proficiency level. They utilize the internet to do ternet resources, or Power Point			
Teacher Re	sources: Smartboard, Power Point, W	Vordlview software, Cicero Systems.			
Unit Learni establishmer	ng Targets: Through learning activit of the ancient civilizations students	ties and experiences related to the impact of the 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, u reading for 	nderstand, and apply the strategies of rinformational purposes;	using context clues, cognates, and affixes when			
 Identify, u 	Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and				

 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 "Age of Revolution"

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
Global Civil Rights	
Lesson 2	7-8 days

African/ Jewish/ Native American	
Lesson 3	7-8 days
Civil Rights Past and Present	C. 1. 1. 1

Teacher Note: These lessons build upon discussion frames of what is known about how society is created. 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..

					_	
tle: Struggle for Fi	eedo	om				Lesson Plan #1
		Content Area: Bilingu	al So	ocial Studies		
sson Title: Global C	ivil l	Rights Timeframe:	8-9	days		
		Lesson Comp	one	nts		
		21st Century	Ther	nes		
Global Awareness	х	Financial, Economic, Business, and Entrepreneurial Literacy	Х	Civic Literacy		Health Literacy
		21st Century	Ski	lls		
Creativity and Innovation	x	Critical Thinking and Problem Solving	х	Communication	х	Collaboration
	sson Title: Global C Global Awareness Creativity and	Sson Title: Global Civil I Global Awareness x Creativity and x	Content Area: Bilingues sson Title: Global Civil Rights Lesson Comp 21 st Century Global Awareness x Financial, Economic, Business, and Entrepreneurial Literacy Creativity and x Critical Thinking and	Content Area: Bilingual Sonson Title: Global Civil Rights Lesson Compone 21 st Century Then Global Awareness x Financial, Economic, Business, and Entrepreneurial Literacy 21 st Century Ski Creativity and x Critical Thinking and x	Content Area: Bilingual Social Studies Second Title: Global Civil Rights Timeframe: 8-9 days Lesson Components 21 st Century Themes Global Awareness x Financial, Economic, Business, and Entrepreneurial Literacy 21 st Century Skills Creativity and x Critical Thinking and x Communication	Content Area: Bilingual Social Studies Second Title: Global Civil Rights Timeframe: 8-9 days Lesson Components 21 st Century Themes Global Awareness x Financial, Economic, Business, and Entrepreneurial Literacy 21 st Century Skills Creativity and x Critical Thinking and x Communication x

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

Integration of Technology: Internet, SmartBoard

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment 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	Key Vocabulary: Government, cultural diffusion, geography, irrigation, nuclear family, hominids, Homo Sapiens, barter, cuneiform, dynasty, hieroglyphics, Semitic, pyramids, polytheistic, pharaoh, Torah, ziggurats, Zoroastrianism, Age of Reason, Aristocracy, balance of Power, Bastille, check and balances, civil liberties, conservative, constitution, constitutional monarchy, coup d'état, Declaration of Rights of Man, "El Grito de Dolores", Encomienda system, hereditary monarchy, laissez-faire, nationalism, natural law, natural rights, parliament, peninsulares, Reign of Terror, Tennis Court Oath, tyranny,	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
the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic collection of documents	absolute monarchy, al Qaeda, autonomy, Balfur Declaration, Bedouins, cartel, chemical warfare, Holocaust, dictatorship, fertile crescent, international terrorism, Human Rights, Genocide, Rwanda,	

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. Dafur, Nigeria

Academic Vocabulary: advantage, justice, community, congregation, economic, latitude, longitude

Warm-up: Do Now 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 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.
- 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

Ti	tle: Struggle for Fre	edo	om					14	Lesson Plan #2
	Content Area: Bilingual Social Studies								
1	Lesson Title: African/ Jewish/ Native Timeframe: 7-8 days								
Ar	nerican				a seem	40	15.20	CHICA	LIFERING NO.
				esson Compo				181	
			<u>21</u>	st Century T	hem	<u>es</u>			
х	Global Awareness	X	Financial, Business, Entrepren Literacy		х	Civic Litera	су		Health Literacy
			2	21st Century S	Skill	<u>s</u>			
х	Creativity and Innovation	X	Critical T Problem S	hinking and Solving	x	Communica	tion	Х	Collaboration
Tra	terdisciplinary Conne	ctic			11200	Arts/ Math/	Scienc	ee	
									
In	tegration of Technolog	śy:	miemet, s	martiouaiu					
	Goals/Objectives		Learnin	g Activities/I Strategies		uctional	A	sses	ssment Tasks
St	udents will:	K	ey Vocabi	ulary: Govern	mer	nt, ,	Forn	nati	ve Assessment:
Li re A	Listening: listen to a read aloud of Roots on Am. Democracy (Cicero)		archeologist, artifacts, cave paintings, cultural diffusion, fossils, geography, irrigation, Mesopotamia, nuclear family, hominids, Homo Sapiens, Sumerians, barter, cuneiform, dynasty, Fertile			Do Now (cross- curricular for math, language arts, science and content based)			
C	peaking: Share and ompare group activity, iew and Respond to ideo, Digital Resource.	Crescent, hieroglyphics, Semitic, scribe, pyramids, polytheistic, pharaoh, Torah, ziggurats, Zoroastrianism, Age of Reason, Aristocracy, balance of Power, Bastille, check and balances, civil liberties,					Vrite On Your Own Q&A On-Line Quiz on actual,		
vo pa vo	eading: Read academic ocabulary, read assages, key ocabulary, and read election.	F F n	nonarchy, o Rights of M Incomienda nonarchy, l natural law,	e, constitution coup d'etat, De an, "El Grito a system, here aissez-faire, n natural rights, Reign of Te	eclar de E ditar ation , par	ration of Oolores", "y nalism, rliament,	•	q	onceptual juestions Chapter Test
th T	Vriting: Write About ne Guiding Question, he student is to delve eeply into a specific opic by analyzing a	a H H	Court Oath, Il Qaeda, au Bedouins, c Holocaust,	tyranny, abso atonomy, Balf artel, chemica dictatorship, for the state of the state	lute ur D l wa ertile	monarchy, Declaration, arfare, e crescent,			

Bilingual/ Sheltered Social Studies Curriculum

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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.

Genocide, Rwanda, Dafur, Nigeria Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude

Warm-up: Do Now 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 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.
- 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.
1

- 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

El	YGAGING STUDENTS.). U	JI EMIIIO A	SKILLS					
Tit	le: Struggle for Fre	edo	om				H		Lesson Plan #3
				ea: Bilingual	Soc	ial Studies			
	sson Title: Civil Right: esent	s Pa	ast and	Timeframe:	7-8	3 days			
			L	esson Compo	nem	ts			
*			21	st Century Tl	ıem	<u>es</u>			
x	Global Awareness	X	Financial, Business, Entrepren Literacy		Х	Civic Literacy	у		Health Literacy
			2	1st Century S	kill	<u>s</u>		·	
X	Creativity and Innovation	Х	Critical T Problem S	hinking and Solving	х	Communicati	on	Х	Collaboration
Ĩn	terdisciplinary Conne	ecti	ons: Social	Studies/Lang	uage	Arts/ Math/ S	cieno	e	
In	tegration of Technolo Goals/Objectives		Learnir	ig Activities/l Strategie	S				ssment Tasks
Li re A (O	udents will: stening: listen to a ad aloud of Roots on m. Democracy Cicero) beaking: Share and ompare group activity, iew and Respond to ideo, Digital Resource. eading: Read academic ocabulary, read assages, key ocabulary, and read election.		rcheologist geography, nominids, He cuneiform, of Semitic, scr Forah, zigge Reason, Ari Bastille, che conservative monarchy, of Rights of Me Encomiend laissez-faire matural right Reign of Te	ulary: Govern, cultural diffirigation, nucleomo Sapiens, lynasty, hiero ibe, pyramids, arats, Zoroast stocracy, balacek and balance, constitution coup d'etat, Dan, "El Grito a system, here e, nationalism, ts, parliament error, Tennis Colute monarce Balfur Declarations de solute monarce de solute de solute monarce de solute de solute de solute monarce de solute monarce de solute	bard glyp politiani nce ces, , con eclar ditar nat , per Cour hy, ;	n, fossils, family, ter, thics, ytheistic, sm, Age of of Power, civil liberties, estitutional ration of Dolores", ry monarchy, ural law, einsulares, t Oath, al Qaeda,		•	tive 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

cartel, chemical warfare, Holocaust,

Rwanda, Dafur, Nigeria

dictatorship, fertile crescent, international terrorism, Human Rights, Genocide,

Writing: Write About the Guiding Question,

The student is to delve deeply into a specific topic by analyzing a

Bilingual/ Sheltered Social Studies Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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.

Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude

Warm-up: Do Now 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 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 Ouestion, 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

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Unit 4

Bilingual/ Sheltered Social Studies Curriculum

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Grade level Cluster :	7	Unit #4
Content Area: Social Studies		
Unit Title: Immigration	Program De (grade 7) – 4	esign: Class period by grade level 14 minutes per day
Target Proficiency Level: Level 1 Ententente://www.wida.us/standards/perfdefs.p	ering to Level 5 Bridging	

Unit Summary

America has always been a land of immigrants, but before the mid-nineteenth century most immigrants (with the exception of enslaved Africans) were Protestant Christians from northern and western Europe. That changed in the mid 1800s. The first major migration of people from other parts of Europe started in the 1840s. Large numbers of Irish Catholic immigrants, fleeing the "Great Hunger" in Ireland, began arriving in the United States. At the same time hundreds of thousands of German Catholics also began moving to America. Even though most of the original Irish did not speak English, it would seem that these white Irish immigrants would not have many serious problems with assimilation because of their familiarity with English law and politics. This was not the case, however. Their extreme poverty and their Catholicism became barriers. It would take generations for mainstream American culture to accept the Irish.

The same was true for the later waves of Catholic immigrants from places like Italy, Portugal and Eastern Europe. Although they did not normally experience the urban violence that Nativist groups inflicted on their Irish, these groups often had difficult times in America. The Catholic religion made the immigrant groups suspect too many Protestant Americans. Even within their own American Catholic church, dominated by an Irish-Catholic hierarchy, newer immigrants had to struggle for equality. It was not just Catholic immigrants who struggled in their new country. Eastern European Jewish immigrants in the United States had to struggle against the same prejudices that had fueled anti-Semitism in Europe. The struggle and eventual success of these American ethnic groups is an inspiring story and lesson for all Americans today.

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

Coladoration	Learning Targets
WIDA	English Language Development Standards

ses within ecessary for								
ecessary for								
ecessary for								
academic success in the content area of Language Arts. English language learners communicate information, ideas, and concepts necessary for								
academic success in the content area of Science. English language learners communicate information, ideas, and concepts necessary for								
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including								
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.								
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mediums								
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relevant								
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5								
agree on								
information on the same topic and identify where the texts disagree on matters of fact or interpretation.								
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t data to								
scribe								
ation linear								

		association and nonlinear association.
	07.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.
Technology	country fro	nvestigate a problem or issue found in the United States and/or another m multiple perspectives, evaluate findings, and present possible solutions, all tools and online resources for all steps.

Related Cultural Content Statements

Cultural introduction to various civilizations

Unit Essential Question

How did immigration impact America and other countries?

Unit Enduring Understandings

- Listening, speaking, reading, and writing about the impact of immigration on a global scale.
- 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 immigration, 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 the establishment of the ancient civilizations 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 "Age of Revolution"

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

Immigration	
Lesson 2	7-8 days
Continental Immigration	
Lesson 3	7-8 days
Immigration Past and Present	

Teacher Note: These lessons build upon discussion frames of what is known about how society is created. 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..

le: Immigration			n -			Lesson Plan #1
THE REAL PROPERTY.		Content Area: Bilingu	al So	ocial Studies		
sson Title: Global C	ivil	Rights Timeframe:	8-9	days		
	Mil.	Lesson Comp	one	nts		
·		21st Century	<u> Cher</u>	<u>nes</u>		
Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	х	Civic Literacy		Health Literacy
	.J .	21st Century	Ski	lls		
Creativity and Innovation	x	Critical Thinking and Problem Solving	X	Communication	х	Collaboration
	Sson Title: Global C Global Awareness Creativity and	Global Awareness x Creativity and x	Global Awareness x Financial, Economic, Business, and Entrepreneurial Literacy Creativity and x Critical Thinking and	Content Area: Bilingual Sonson Title: Global Civil Rights Timeframe: 8-9 Lesson Compone 21 st Century There Global Awareness x Financial, Economic, Business, and Entrepreneurial Literacy 21 st Century Ski Creativity and x Critical Thinking and x	Content Area: Bilingual Social Studies Second Title: Global Civil Rights Timeframe: 8-9 days Lesson Components 21st Century Themes Global Awareness x Financial, Economic, Business, and Entrepreneurial Literacy 21st Century Skills Creativity and x Critical Thinking and x Communication	Content Area: Bilingual Social Studies Second Title: Global Civil Rights Timeframe: 8-9 days Lesson Components 21st Century Themes Global Awareness x Financial, Economic, Business, and Entrepreneurial Literacy x Civic Literacy 21st Century Skills Creativity and x Critical Thinking and x Communication x

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

Integration of Technology: Internet, SmartBoard

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
Students will: Listening: listen to a read aloud of Immigration (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 deeply into a specific topic by analyzing a	Key Vocabulary: Government, cultural diffusion, geography, irrigation, nuclear family, hominids, Homo Sapiens, barter, cuneiform, dynasty, hieroglyphics, Semitic, pyramids, polytheistic, pharaoh, Torah, ziggurats, Zoroastrianism, Age of Reason, Aristocracy, balance of Power, Bastille, check and balances, civil liberties, conservative, constitution, constitutional monarchy, coup d'état, Declaration of Rights of Man, "El Grito de Dolores", Encomienda system, hereditary monarchy, laissez-faire, nationalism, natural law, natural rights, parliament, peninsulares, Reign of Terror, Tennis Court Oath, tyranny, absolute monarchy, al Qaeda, autonomy, Balfur Declaration, Bedouins, cartel, chemical warfare,	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
thematic collection of documents furnishing evidence or	Holocaust, dictatorship, fertile crescent, international terrorism, Human Rights, Genocide, Rwanda,	

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. Darfur, Nigeria, Mexico, Honduras, Guatemala, Pakistan

Academic Vocabulary: advantage, justice, community, congregation, economic, latitude, longitude,

Warm-up: Do Now 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 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

Title: Immigrat				G				Lesson Plan #2		
Content Area: Bilingual Social Studies										
Lesson Title: Continental Timeframe: 7-8 days										
Immigration										
	Lesson Components									
21st Century Themes										
x Global Awarer	ness X	Financial, Business, Entrepren Literacy		х	Civic Litera	су		Health Literacy		
21st Century Skills										
x Creativity and Innovation	х	Critical Thinking and x Communication Problem Solving				tion	Х	Collaboration		
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science										
Integration of Technology: Internet, SmartBoard										
Goals/Objecti	ves	Learnin	g Activities/I Strategies		nctional			sment Tasks		
Students will:			dary: Govern			Forn	nati	ve Assessment:		
Listening: listen to		archeologist, artifacts, cave paintings,					Do Now (cross-			
read aloud of			ision, fossils,					urricular for		
Immigration (Cice		irrigation, Mesopotamia, nuclear family,						nath, language		
		hominids, Homo Sapiens, Sumerians,						rts, science and ontent based)		
Speaking: Share and Compare group activity, View and Respond to		barter, cuneiform, dynasty, Fertile Crescent, hieroglyphics, Semitic, scribe,						Write On Your		
		pyramids, polytheistic, pharaoh, Torah,)wn		
		ziggurats, Zoroastrianism, Age of Reason,					• Q&A			
Video, Digital Res		Aristocracy, balance of Power, Bastille,					•	On-Line Quiz on		
		check and balances, civil liberties,					factual,			
Reading: Read ac	e, constitution	, cor	stitutional			onceptual				
vocabulary, read		monarchy, coup d'etat, Declaration of						uestions		
passages, key	Rights of Man, "El Grito de Dolores",					_	Chapter Test			
vocabulary, and read Encomienda system, hereditary						1				
selection. monarchy, laissez-faire, nationalism,										
natural law, natural rights, parliament,										
Writing: Write About peninsulares, Reign of Terror, Tennis										
the Guiding Question, Court Oath, tyranny, absolute monarchy, al Qaeda, autonomy, Balfur Declaration,										
The beatering to the state of t										
deeply into a spec			dictatorship, f							
topic by analyzing thematic			l terrorism, H							

collection of documents furnishing evidence or information that requires interpretation. Genocide, Rwanda, Darfur, Nigeria **Academic Vocabulary**: advantage,
justice, community, congregation, ethics,
economic, latitude, longitude,

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.

Warm-up: Do Now 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 Practice Together, Check 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,
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 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

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Ti	tle: Immigration								Lesson Plan #3	
			Content A	rea: Bilingua	l So	cial Studies				
	esson Title: Immigration	n P	ast and	Timeframe	: 7-	8 days				
			H	esson Comp	onen	ts			STATE OF THE STATE OF	
			2	1st Century T	hem	es				
X	Global Awareness	x	Financial Business, Entrepren Literacy		X	x Civic Literacy			Health Literacy	
				21st Century	Skill	<u>s</u>				
x	Creativity and Innovation	X	Critical Thinking and x Communication Problem Solving						Collaboration	
In	terdisciplinary Conne	ectio	ns: Social	Studies/Lang	uage	Arts/ Math/ S	Scienc	ce		
In	tegration of Technolo	gy:	Internet, S	martBoard						
	Goals/Objectives		Learni	ng Activities/ Strategie		uctional	A.	Asse	ssment Tasks	
Students will:			Key Vocabulary: , archeologist, cultural diffusion, fossils, geography, irrigation,					Formative Assessment		
Listening: listen to a read aloud of Immigration(Cicero) Speaking: Share and Compare group activity, View and Respond to Video, Digital Resource.		n b	nuclear family, hominids, Homo Sapiens, barter, cuneiform, dynasty, hieroglyphics, Semitic, scribe, pyramids, polytheistic, Torah, ziggurats, Zoroastrianism, Age of Reason, Aristocracy, balance of Power, Bastille, check and balances, civil liberties, conservative, constitution, constitutional monarchy, coup d'etat, Declaration of					1	Do Now (cross- curricular for math, language arts, science and	
		T R B						•	content based) Write On Your Own Q&A On-Line Quiz or	
Reading: Read academic vocabulary, read passages, key vocabulary, and read selection.			Rights of Man, "El Grito de Dolores", Encomienda system, hereditary monarchy, laissez-faire, nationalism, natural law, natural rights, parliament, peninsulares, Reign of Terror, Tennis Court Oath, tyranny, absolute monarchy, al Qaeda,					:	factual, conceptual questions Chapter Test	
W th Tl de to	Triting: Write About e Guiding Question, he student is to delve eeply into a specific pic by analyzing a ematic	a c d	utonomy, l artel, chem ictatorship errorism, H	Balfur Declaratical warfare, fertile cresco fuman Rights, arfur, Nigeria	ation Hole ent, i	, Bedouins, caust, nternational				

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