

BRIDGETON PUBLIC SCHOOLS
Sheltered Social Studies Curriculum

Sixth-Seventh Grade

SUMMER 2014

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Bilingual Education

Unit 1

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

Grade level Cluster :		7	Unit #1
Content Area: Social Studies			
Unit Title: Ancient Civilizations		Program Design: Class period by grade level (grade 8) – 44 minutes per day	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf			
Unit Summary 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 Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.		
ELD Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		
ELD Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		
ELD Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.		
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
CCSS	Common Core State Standard		
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		

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	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.
	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 Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.	
Related Cultural Content Statements		
Cultural introduction to various civilizations		

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Unit Essential Question What challenges can be experienced by the new civilizations?	Unit Enduring Understandings <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Understand , interpret, and apply written and spoken language;• Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing• Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;• Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing; Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.	
About the Development of Social Studies “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 Lesson 1 Egypt and Mesopotamia	Timeframe 8-9 days
Lesson 2 China and India	7-8 days
Lesson 3 Greeks and Rome	7-8 days
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.	

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Title: Ancient Civilizations				Lesson Plan #1			
Content Area: Bilingual Social Studies							
Lesson Title: Egypt and Mesopotamia				Timeframe: 8-9 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 st Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science							
Integration of Technology: Internet, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic</p>		<p>Key Vocabulary: Government, archeologist, artifacts, cave paintings, cultural diffusion, fossils, geography, irrigation, Mesopotamia, nuclear family, hominids, Homo Sapiens, Sumerians, barter, cuneiform, dynasty, Fertile Crescent, hieroglyphics, Semitic, scribe, pyramids, polytheistic, pharaoh, Torah, ziggurats, Zoroastrianism</p> <p>Academic Vocabulary: advantage, justice, community, congregation, economic, latitude, longitude</p> <p>Warm-up: Do Now</p> <p>Lesson Sequence:</p> <p>1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test		

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

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

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

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

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

Unit 2

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

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	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.
	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 Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.	
Related Cultural Content Statements		
Cultural introduction to various civilizations		

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Unit Essential Question How does the Age of Revolution change science theory and experimentation?	Unit Enduring Understandings <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Understand , interpret, and apply written and spoken language;• Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing• Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;• Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing; Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.	
About the Development of Social Studies “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 Age of Revolution	8-9 days
Lesson 2 Industrial Revolution	7-8 days
Lesson 3 Technological Revolution	7-8 days
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.	

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Title: Age or Revolution				Lesson Plan #1			
Content Area: Bilingual Social Studies							
Lesson Title: Age of Revolution				Timeframe: 8-9 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 st Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science							
Integration of Technology: Internet, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic</p>		<p>Key Vocabulary: Government, 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, natural law, natural rights, parliament, peninsulares, Reign of Terror, Tennis Court Oath, tyranny</p> <p>Academic Vocabulary: advantage, justice, community, congregation, economic, latitude, longitude,</p> <p>Warm-up: Do Now</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">Do Now (cross-curricular for math, language arts, science and content based)Write On Your OwnQ&AOn-Line Quiz on factual, conceptual questionsChapter Test		

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

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Title: Age of Revolution				Lesson Plan #2			
Content Area: Bilingual Social Studies							
Lesson Title: Industrial Revolution				Timeframe: 7-8 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 st Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science							
Integration of Technology: Internet, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic</p>		<p>Key Vocabulary: Government, , archeologist, artifacts, cave paintings, cultural diffusion, fossils, geography, irrigation, Mesopotamia, nuclear family, hominids, Homo Sapiens, Sumerians, barter, cuneiform, dynasty, Fertile Crescent, hieroglyphics, Semitic, scribe, 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, natural law, natural rights, parliament, peninsulares, Reign of Terror, Tennis Court Oath, tyranny</p> <p>Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude</p> <p>Warm-up: Do Now</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test		

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<p>collection of documents furnishing evidence or information that requires interpretation.</p> <p>Behavioral Objective: The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.</p> <p>Learning Objective: The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.</p> <p>Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.</p>	<p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together, Check Understanding at every skill. 2. Students: view and discuss photo, 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 	
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	<p>parts, and active reading.</p> <p>6. Teacher/Student: Connect Reading and Writing, Connect Across the Curriculum using language arts and math, Analyze text, Research Time Period, Analyze time period, Describe People and Places, and Write About living during time period in question,</p> <p>7. Closure: Sum It Up! Vocabulary interactive</p> <p>Expansion/Extension/Homework: Complete online questions, open ended questions, essay, online formative assessments</p>	
<p>Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student</p>		
<p>Suggested Resources: Transparencies, Cicero.com, worldviewsoftware.com, Vocabulary Routines, Graphic Organizer</p>		
<p>Equipment needed: Computers, Notebooks, Graphic organizers, Google drive</p>		

Unit 3

Bilingual/ Sheltered Social Studies Curriculum
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Title: Age or Revolution						Lesson Plan #3	
Content Area: Bilingual Social Studies							
Lesson Title: Technology Revolution				Timeframe: 7-8 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 st Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science							
Integration of Technology: Internet, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic</p>		<p>Key Vocabulary: Government, 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</p> <p>Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude</p> <p>Warm-up: Do Now</p> <p>Lesson Sequence:</p> <p>1. Teacher: Introduces unit and</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test		

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

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Grade level Cluster : 7		Unit #3
Content Area: Social Studies		
Unit Title: Struggle for Freedom		Program Design: Class period by grade level (grade 7) – 44 minutes per day
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf		
<p>Unit Summary</p> <p>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: <i>"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness,"</i> made them Americans, and that these words stood in stark contrast to the reality of a segregated America. The horrors of the Holocaust also discredited notions racial superiority so prevalent in the pre-war popular cultural, in the settled racial science of that time, and in most leading academic circles. African Americans could more easily begin to demand justice, as the white population also began to realize how contrary a segregated society was to the documents and rhetoric that expressed the high ideals of the American founding.</p> <p>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.</p> <p>Interdisciplinary Connections: Social Studies/ Language Arts/ Math/Science</p> <p>21st Century Themes: Global Awareness, Health Literacy, Critical Thinking and Problem Solving, Collaboration</p>		
Learning Targets		
WIDA	English Language Development Standards	
ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.	
ELD	English language learners communicate information, ideas, and concepts necessary for	

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Standard 2	academic success in the content area of Language Arts.	
ELD Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	
ELD Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing	
CCSS	Common Core State Standard	
Reading	RI.6.8 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
Writing	W.6.8 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
Social Studies	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.
	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

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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.
Related Cultural Content Statements Cultural introduction to various civilizations	
Unit Essential Question How does the struggle for freedom create political strife?	Unit Enduring Understandings <ul style="list-style-type: none"> • Listening, speaking, reading, and writing about the struggle for freedom. • Knowledge of varied techniques and strategies aid to develop a critical thinking and analysis.
Evidence of Learning	
Summative Assessment: Students will research the topic of Civil, 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: <ul style="list-style-type: none"> • Understand , interpret, and apply written and spoken language; • Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing • Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes; • Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing; Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.	
About the Development of Social Studies “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 Global Civil Rights	8-9 days
Lesson 2	7-8 days

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

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Title: Struggle for Freedom				Lesson Plan #1			
Content Area: Bilingual Social Studies							
Lesson Title: Global Civil Rights				Timeframe: 8-9 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 st Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science							
Integration of Technology: Internet, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic collection of documents</p>		<p>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, Holocaust, dictatorship, fertile crescent, international terrorism, Human Rights, Genocide, Rwanda,</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test		

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

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

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Title: Struggle for Freedom				Lesson Plan #2			
Content Area: Bilingual Social Studies							
Lesson Title: African/ Jewish/ Native American				Timeframe: 7-8 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 st Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science							
Integration of Technology: Internet, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a</p>		<p>Key Vocabulary: Government, , archeologist, artifacts, cave paintings, cultural diffusion, fossils, geography, irrigation, Mesopotamia, nuclear family, hominids, Homo Sapiens, Sumerians, barter, cuneiform, dynasty, Fertile Crescent, hieroglyphics, Semitic, scribe, 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, natural law, natural rights, parliament, peninsulares, Reign of Terror, Tennis Court Oath, tyranny, absolute monarchy, al Qaeda, autonomy, Balfur Declaration, Bedouins, cartel, chemical warfare, Holocaust, dictatorship, fertile crescent, international terrorism, Human Rights,</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test		

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<p>thematic collection of documents furnishing evidence or information that requires interpretation.</p> <p>Behavioral Objective: The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay- writing activity.</p> <p>Learning Objective: The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.</p> <p>Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.</p>	<p>Genocide, Rwanda, Dafur, Nigeria Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude</p> <p>Warm-up: Do Now Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together, Check Understanding at every skill. 2. Students: view and discuss photo, 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, 	
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	<p>Practice using words in writing, Contrast Visual Details, interpret and respond to visuals, read to identify emotional response, identify elements of informational text reading, make prediction, select a reading strategy, use word parts, and active reading.</p> <p>6. Teacher/Student: Connect Reading and Writing, Connect Across the Curriculum using language arts and math, Analyze text, Research Time Period, Analyze time period, Describe People and Places, and Write About living during time period in question,</p> <p>7. Closure: Sum It Up! Vocabulary interactive</p> <p>Expansion/Extension/Homework: Complete online questions, open ended questions, essay, online formative assessments</p>	
<p>Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student</p>		
<p>Suggested Resources: Transparencies, Cicero.com, worldviewsoftware.com, Vocabulary Routines, Graphic Organizer</p>		
<p>Equipment needed: Computers, Notebooks, Graphic organizers, Google drive</p>		

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Title: Struggle for Freedom				Lesson Plan #3			
Content Area: Bilingual Social Studies							
Lesson Title: Civil Rights Past and Present				Timeframe: 7-8 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 st Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science							
Integration of Technology: Internet, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies				Assessment Tasks	
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Roots on Am. Democracy (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a</p>		<p>Key Vocabulary: Government, 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, absolute monarchy, al Qaeda, autonomy, Balfur Declaration, Bedouins, cartel, chemical warfare, Holocaust, dictatorship, fertile crescent, international terrorism, Human Rights, Genocide, Rwanda, Dafur, Nigeria</p>				<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test	

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

Unit 4

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Grade level Cluster :		7	Unit #4
Content Area: Social Studies			
Unit Title: Immigration		Program Design: Class period by grade level (grade 7) – 44 minutes per day	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf			
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			
Learning Targets			
WIDA	English Language Development Standards		

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ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.	
ELD Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	
ELD Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	
ELD Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing	
CCSS	Common Core State Standard	
Reading	RI.6.8 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
Writing	W.6.8 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
Social Studies	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.
	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

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		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 Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.	
Related Cultural Content Statements Cultural introduction to various civilizations		
Unit Essential Question How did immigration impact America and other countries?		Unit Enduring Understandings <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Understand , interpret, and apply written and spoken language;• Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing• Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;• Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing; Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.		
About the Development of Social Studies “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 Lesson 1		Timeframe 8-9 days

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

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<p>information that requires interpretation.</p> <p>Behavioral Objective: The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.</p> <p>Learning Objective: The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.</p> <p>Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.</p>	<p>Darfur, Nigeria, Mexico, Honduras, Guatemala, Pakistan</p> <p>Academic Vocabulary: advantage, justice, community, congregation, economic, latitude, longitude,</p> <p>Warm-up: Do Now</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together, Check Understanding at every skill. 2. Students: view and discuss photo, 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 	
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	<p>Language, Active Reading: Identify Emotional Responses, Identifying primary and secondary sources, Make a Prediction, Select a Reading Strategy, Relate Words,</p> <p>5. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice using words in writing, Contrast Visual Details, interpret and respond to visuals, read to identify emotional response, identify elements of informational text reading, make prediction, select a reading strategy, use word parts, and active reading.</p> <p>6. Teacher/Student: Connect Reading and Writing, Connect Across the Curriculum using language arts and math, Analyze text, Research Time Period, Analyze time period, Describe People and Places, and Write About living during time period in question,</p> <p>7. Closure: Sum It Up! Vocabulary interactive</p> <p>Expansion/Extension/Homework: Complete online questions, open ended questions, essay, online formative assessments</p>	
<p>Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student</p>		
<p>Suggested Resources: Transparencies, Cicero.com, worldviewsoftware.com, Vocabulary</p>		

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Routines, Graphic Organizer

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

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Title: Immigration				Lesson Plan #2			
Content Area: Bilingual Social Studies							
Lesson Title: Continental Immigration				Timeframe: 7-8 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 st Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science							
Integration of Technology: Internet, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Immigration (Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic</p>		<p>Key Vocabulary: Government, , archeologist, artifacts, cave paintings, cultural diffusion, fossils, geography, irrigation, Mesopotamia, nuclear family, hominids, Homo Sapiens, Sumerians, barter, cuneiform, dynasty, Fertile Crescent, hieroglyphics, Semitic, scribe, 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, natural law, natural rights, parliament, peninsulares, Reign of Terror, Tennis Court Oath, tyranny, absolute monarchy, al Qaeda, autonomy, Balfur Declaration, Bedouins, cartel, chemical warfare, Holocaust, dictatorship, fertile crescent, international terrorism, Human Rights,</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test		

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<p>collection of documents furnishing evidence or information that requires interpretation.</p> <p>Behavioral Objective: The student is to answer complex questions that build on prior knowledge and on themselves before culminating in an essay-writing activity.</p> <p>Learning Objective: The student will analyze the documents and answer questions pertaining to them, write an essay incorporating all of them organized thematically.</p> <p>Bloom's Taxonomy skills to be achieved: analyzing, evaluating, and creating.</p>	<p>Genocide, Rwanda, Darfur, Nigeria</p> <p>Academic Vocabulary: advantage, justice, community, congregation, ethics, economic, latitude, longitude,</p> <p>Warm-up: Do Now</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of creating democracy, Vocabulary Practice Together, Check Understanding at every skill. 2. Students: view and discuss photo, 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, 	
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	<p>Practice using words in writing, Contrast Visual Details, interpret and respond to visuals, read to identify emotional response, identify elements of informational text reading, make prediction, select a reading strategy, use word parts, and active reading.</p> <p>6. Teacher/Student: Connect Reading and Writing, Connect Across the Curriculum using language arts and math, Analyze text, Research Time Period, Analyze time period, Describe People and Places, and Write About living during time period in question,</p> <p>7. Closure: Sum It Up! Vocabulary interactive</p> <p>Expansion/Extension/Homework: Complete online questions, open ended questions, essay, online formative assessments</p>	
<p>Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . (Depending on the need of the students, utilize the Multi-Level Strategies) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student</p>		
<p>Suggested Resources: Transparencies, Cicero.com, worldviewsoftware.com, Vocabulary Routines, Graphic Organizer</p>		
<p>Equipment needed: Computers, Notebooks, Graphic organizers, Google drive</p>		

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Title: Immigration				Lesson Plan #3			
Content Area: Bilingual Social Studies							
Lesson Title: Immigration Past and Present				Timeframe: 7-8 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 st Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Social Studies/Language Arts/ Math/ Science							
Integration of Technology: Internet, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a read aloud of Immigration(Cicero)</p> <p><i>Speaking:</i> Share and Compare group activity, View and Respond to Video, Digital Resource.</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, The student is to delve deeply into a specific topic by analyzing a thematic</p>		<p>Key Vocabulary: , 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, absolute monarchy, al Qaeda, autonomy, Balfur Declaration, Bedouins, cartel, chemical warfare, Holocaust, dictatorship, fertile crescent, international terrorism, Human Rights, Genocide, Rwanda, Darfur, Nigeria</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Do Now (cross-curricular for math, language arts, science and content based)• Write On Your Own• Q&A• On-Line Quiz on factual, conceptual questions• Chapter Test		

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