

05_Language for Social Studies.

Content Area: **English Language Services**
Course(s):
Time Period: **Full Year**
Length: **6 to 8 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

Students identified as limited English proficient, will receive pull-out services in individual or small groups settings for a minimum of 120 minutes per week of instruction. *This course is designed for English Language Learners in **grades 6-8**.* Throughout the school year the students will investigate the following global themes: school culture, holidays, immigration, challenges, growing & changing, communicating for academia & social skills. This enables the students to focus & progress on their skills in listening, reading, speaking & writing as they progress through English language proficiency levels. Students will learn content and be assessed through various performance tasks using many different methodologies that are scaffolded to meet the ever-changing needs of English language learners. The goal of the ESL program is to help students develop language skills necessary to be successful students and members of society.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand:

- describe how a text presents information
- analyze the relationship between primary and secondary sources
- research colonial leaders
- describe governments, languages, customs, and laws from other cultures
- compare/contrast forms of government in ancient times
- explain the roles of religious freedom and participatory government
- what language do students need in order to demonstrate comprehension and engage in an examination of the impact of world conflict on society and human interaction, such as occurred during the Holocaust and World War I
- determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events

Essential Questions:

- What language do students need in order to demonstrate comprehension and engage in an examination of the impact of world conflict on society and human interaction, such as occurred during the Holocaust and World War I?

Enduring Understandings:

- Listening, speaking, reading, and writing about the Holocaust and World War II require specific academic language.
- Knowledge of key strategies aid in understanding of language, with regard to social, as well as content-related topics.
- The Holocaust began before World War II, with events of causation tracing back to the fallout of World War I.
- The Holocaust, and the laws and policies connected to it, have shaped the decision-making of individuals, cultural groups, and nations, in a way that determined national boundaries, a foundation for basic civil and human rights, and principles of fairness in government.
- Recognizing a diversity of viewpoints benefits all.
- Information can be acquired from various sources.
- English language learners engage in oral communication in a variety of situations in the content area of social studies.
- English language learners engage in written communication in a variety of forms in the content area of social studies.
- English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency in the content area of social studies.
- English language learners process, understand, interpret, and evaluate spoken language in a variety of situations in the content area of social studies.

CONTENT AREA STANDARDS

WIDA Standard 5:

Language for Social Studies-

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

ELL.6.1	English language learners communicate for Social and Instructional purposes within the school setting
ELL.6.1.R	Reading
ELL.6.2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
ELL.6.2.W	Writing
ELL.6.5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies
ELL.7.1	English language learners communicate for Social and Instructional purposes within the school setting
ELL.7.3.R	Reading
ELL.7.4.W	Writing

ELL.7.5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies
ELL.8.1	English language learners communicate for Social and Instructional purposes within the school setting
ELL.8.5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies
ELL.8.5.R	Reading
ELL.8.CS.W	Writing
ELL.6-8.2.S.3.2	Present visually supported information from multimedia (e.g., in websites, CDs or software)
ELL.6-8.2.S.4.2	Summarize or integrate visually supported information from multimedia (e.g., in trade books, books on tape or videos)
ELL.6-8.5	The Language of Social Studies

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

21st Century Life & Careers

- Plan and deliver a media production (e.g., video, and mobile).
- Critical Thinking
- Communication
- Collaboration
- Life & Career Skills
- Information Literacy
- Media Literacy
- Chronological Thinking
- Spatial Thinking
- Presentational Skills
- Problem Solving
- Decision Making

LA.RI.6	Reading Informational Text
LA.RI.8	Reading Informational Text
LA.RI.7	Reading Informational Text
LA.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
LA.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand: Language functions & language features

- prepositional phrases of time, place can contextualize phenomena or events (a place where tourists already come).
- a variety of structures (embedded clauses, relating verbs, nominalizations, noun groups) can define phenomena or events.
- cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations).
- the passive voice emphasizes main topic (British trade was disrupted by...).
- declarative statements can evaluate and interpret events (Feudalism was the ultimate system of control for medieval society.).
- the use of complex sentences clarify causal, linked, time-bound, or sequential

relationships.

- word choices can evaluate, judge, or appreciate significance of events or phenomena.

Procedural Knowledge

Students will be able to:

- sequence historical events leading up to WWII with the support of a timeline.
- retell and relate information pertaining to the Holocaust with the support of historical documents and other related resources.
- identify and discuss factors pertaining to cause and effect.
- understand language, when listening or reading, related to sequence of historical events and causes/effects related to WWII, when reading or listening with support of a timeline.
- use test-taking and comprehension strategies.
- articulate academic language within the content of Language Arts/Literacy.
- construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
- participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
- make accurate use of standard English to communicate in grade appropriate speech and writing.
- compare examples of the formal and informal use of English.
- compose written texts.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

- use of target vocabulary, language form and function when sequencing and discussing the causes and effects during discussion of the timeline;
- informal evaluation of student discussion
- construct, complete, and/or label timeline;
- complete graphic organizer on cause/effect;
- student learning logs
- orally expressing, identifying, or demonstrating appropriate register for audience and

- author's purpose, during reading and discussion;
- identification of pertinent facts from letters, and relating them to events on the WWII timeline, through discussion, peer- to-peer discussion, graphic organizer, or in written/pictorial learning log;
- identification of target vocabulary, language form and function in primary historical document
- graphic organizer comparing and contrasting formal/informal letters;
- observations of students' identification of informal/formal language form and function in document;
- warm up responses,
- complete graphic organizer reflecting persuasive position and supporting arguments from primary historical document;
- students' oral responses during class discussion;
- completed pro/con list for students' persuasive argument;
- interactive notebook entries (writing, drawings, pictures)
- teacher observations/monitors how students' are learning
- daily communication activities
- worksheets
- homework
- sorting
- rubrics
- following directions
- answer comprehension questions
- fluency
- practice and successfully completing activities and exercises with little assistance
- modified quizzes/tests
- listening comprehension tasks
- exit tickets

Summative Assessments

- students will create a fictional identity as one who lived in Europe during the time of the Holocaust. They will develop a portfolio which will contain the following artifacts: their own timelines of events, diary entries, details of their travels (including where they have sought refuge and why, as well as choices that they make based on information that they have learned through the unit), and a persuasive letter.
- completing projects or assignments
- role playing
- presentations
- completing assignments
- final interpersonal or speaking presentations
- tests/quizzes

- research papers
- culminating communicative activity
- cumulative work over an extended period such as a final project or creative portfolio.
- end-of-unit

RESOURCES (Instructional, Supplemental, Intervention Materials)

https://drive.google.com/drive/u/0/folders/1b39fm2vLe_kKPnw4cpkLmN2y8GK1CYHd

<http://www.holocaustresearchproject.org/toc.html>

<http://www.nj.gov/education/holocaust/resources/>

<http://www.pbs.org/greatwar/timeline/index.html>

<http://www.state.nj.us/education/holocaust/curriculum/>

<http://www.jewishvirtuallibrary.org/jsource/holo.html>

<http://www.13.state.nj.us/NJCCCS/Technologytoolbox>

<http://www.13.state.nj.us/NJCCCS/Technologytoolbox>

<http://www.pbs.org/perilousfight/timeline/>

http://www.pbs.org/thewar/at_war_timeline_1939.htm

hands on activities

grade level text books

videos

relatable visuals

INTERDISCIPLINARY CONNECTIONS

WIDA Standard 1 Social and Instructional Language is an integral part of growing and changing.

WIDA Standard 2: Reading, writing, listening, and speaking about growth and change allows

the student to express their feelings about real-life experiences.

WIDA Standard 5: Change in cultural perspective. Physical differences between the United States of past and present.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership, and effective management.

CRP11. Use technology to enhance productivity.

Technology Operations & Concepts/ Interdisciplinary Connections:

- Educational tech applications
- Historical Research
- Current Events
- Autobiographical Studies
- Social relationships among people
- Integrate quantitative or technical information expressed in words in a text. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- Implementation of conventions of Standard English
- Language acquisitions
- Google
- Media literacy

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

- modify activities & assessments

- scaffolding
- graphic organizers
- modify assessment type, length, an/or format
- modify lesson pacing and/or structure
- word banks
- provide regular and/or picture dictionaries
- couple new vocabulary with visual references
- provide extended time
- teacher modeling
- providing examples
- high level questions
- simplify written and verbal instructions
- provide additional instruction including reviews, & drills.
- alternate responses such as, drawing a series of pictures with captions, oral responses, etc.
- frequent breaks
- guided reading
- rephrase questions, directions & explanations
- shorten reading assignments
- adapt homework to reflect language proficiency and home support
- use story retellings to assess comprehension