

# 05\_Language of Social Studies

Content Area: **English Language Services**  
Course(s):  
Time Period: **Full Year**  
Length: **8-10 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 9-12**.* 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 ELS program is to help students develop language skills necessary to be successful students and members of society.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

---

**Narrate** - Interpret and construct narratives with complex plots, themes, and developments

Identify perspectives in historical narratives and discern authors' intent in presenting history in a particular light

Develop characters in their own stories and connect themes to issues in past and present

**Inform** - Manage information about entities according to their composition, taxonomies, and classifications

Identify and describe various relationships among ideas and information

Use available new information to construct and revise research reports that incorporate multiple sources of information

**Explain** - Analyze and evaluate data in explanations

Identify multilayered causal or consequential relationships in social or scientific phenomena

Apply reasoning or theory to link evidence to the claims in explanations

Construct and revise explanations based on evidence from multiple sources

**Argue** -Construct claims that offer objective stance using less polarized language so that claims appear more “balanced”

Anticipate what evidence audiences will need and adjust evidence and reasoning accordingly

Adjust arguments based on new data from experiments

Discern what types of arguments are needed, when they are needed, and what purposes they meet in different content areas

### **Essential Questions:**

- How do we introduce and contextualize multiple phenomena or events?
- When do we establish perspective for communicating intended and unintended outcomes, consequences, or documentation?
- How do we develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses?
- How do we generalize experts’ points of agreement and disagreement about multiple, complex causes and effects of developments or events?
- How do we introduce and contextualize topic?
- How do we select relevant information to support precise and knowledgeable claims with evidence from multiple sources?
- How do we establish perspective?
- How do we show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning?

### **Enduring Understandings:**

- English language learners engage in oral communication in a variety of situations for a variety of purposes and audiences.
- English language learners engage in written communication in a variety of forms for a variety of purposes and audiences.
- English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency.
- English language learners process, understand, interpret, and evaluate spoken language in a variety of situations.

## **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.9-12.5	The Language of Social Studies
ELL.9-12.5.L.1.1	Identify products related to economic trends of regions or countries from oral statements and maps or charts (e.g., “Oil is part of the world’s economy. Find countries with oil.”)
ELL.9-12.5.L.2.1	Match regions or countries to economic trends from oral descriptions and maps or charts
ELL.9-12.5.L.3.1	Find examples of regions or countries with similar economic trends from descriptive oral scenarios and maps or charts
ELL.9-12.5.L.4.1	Compare/contrast economic trends of regions or countries from oral discourse and maps or charts
ELL.9-12.5.L.5.1	Evaluate impact of economic trends on regions or countries from oral reading of grade-level material
ELL.9-12.5.R.1.1	Match people or places to periods in world history through illustrations, words/phrases and timelines
ELL.9-12.5.R.2.1	Identify features of periods in world history from phrases or sentences and timelines
ELL.9-12.5.R.3.1	Classify features of periods in world history from descriptive sentences and timelines (e.g., government before and after French revolution)
ELL.9-12.5.R.4.1	Compare/contrast features of periods in world history based on paragraphs and timelines
ELL.9-12.5.W.1.1	Label significant individuals or historical times in politics, economics or society using illustrations or photographs and models
ELL.9-12.5.W.2.1	Outline contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models
ELL.9-12.5.W.3.1	Describe contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models
ELL.9-12.5.W.4.1	Discuss how significant individuals or historical times have impacted politics, economics or society using illustrations or photographs
ELL.9-12.5.W.5.1	Explain and evaluate contributions of significant individuals or historical times in politics, economics or society

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

---

#### **21st. Century Life & Careers**

Creativity & Innovation

Critical Thinking

Communication

Collaboration

Life & Career Skills

Information Literacy

Media Literacy

Chronological Thinking

Spatial Thinking

Presentational Skills

Problem Solving

Decision Making

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the

	audience's knowledge of the topic.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## **STUDENT LEARNING TARGETS**

---

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

### **Declarative Knowledge**

---

#### **Students will understand that:**

- prepositional phrases establish conditions, time, place (during the Industrial Revolution).
- cohesion reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations).
- passive voice keep emphasis on main topic (Farm policies were enforced by regulatory agents.).
- evaluative verbs and adjectives judge behavior or moral character (dominated, succumbed to; ineffective, powerful).
- nominalizations name abstract concepts, ideas, ideologies (racism, reunification, criminalization).
- complex sentences clarify causal, linked, time-bound or sequential relationships.
- connectors maintain chronological, causal or logical relationships (as a result,

meanwhile, therefore).

- word choices evaluate, judge, or appreciate significance of events or phenomena.
- adverbial and prepositional phrases specify time (duration, specific date or range), location, how or why something happened.
- objective or emotive language appeal to logic or feelings (forces, versus brave, focused fighters).
- connectors link claims with evidence and reasoning (because, but, as a result, when, if, although, therefore).
- modality in summary statements reiterate position or create a call to action (could be argued, undoubtedly, ought to, may).

## **Procedural Knowledge**

---

**Students will be able to:**

- identify products related to economic trends.
- compare & contrast economic trends.
- match people or places to periods in world history.
- classify features of periods in world history.
- outline contributions of significant individuals.
- determine multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events.
- analyze sources for logical relationships among contributing factors, causes, or related concepts.
- evaluate experts' points of agreement and disagreement based on their consistency with explanation given its purpose.
- identify topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective).
- analyze relevant information to support and/or revise claims with reliable and valid evidence from multiple sources.
- evaluate credibility, accuracy, and relevancy of source based on expert perspectives.

## **EVIDENCE OF LEARNING**

---

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

## **Formative Assessments**

---

- observation check list
- quizzes/tests
- analyzing variety of student work
- strategic questioning
- listening comprehension tasks
- facts & lies
- class participation/ discussions
- daily communication activities via the 3 modes of communication
- online mini-assessments
- partner activities
- individual/group response
- worksheets
- homework
- retell
- list
- sorting
- following directions
- answer comprehension questions
- fluency
- practice and successfully completing activities and exercises with little assistance
- exit tickets

## **Summative Assessments**

---

- demonstrations
- written assignments
- respond to "what" and "where" questions
- ask for or respond to clarification
- final interpersonal or speaking presentations
- completing projects or assignments
- end-of unit projects or assignments
- portfolio (multiple formats)
- completion of “Can-Do” statements for interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and interpretive reading
- role playing
- tests/quizzes
- research papers
- culminating communicative activity
- student assessment through authentic interpretive, interpersonal and presentational activities

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

<https://www.nationalgeographic.org/society/education-resources/>

<https://ny.pbslearningmedia.org/>

<https://nmaahc.si.edu/>

<https://www.englishmedialab.com/>

<https://www.nypl.org/help/community-outreach/immigrant-services/learn-esol-online-resources>

<https://www.eslcafe.com/>

<https://americanenglish.state.gov/resources>

<https://learnenglishkids.britishcouncil.org/>

<https://www.englishinteractive.net/>

<https://eslathome.edublogs.org/>

<https://online.kidsdiscover.com/social-studies>

visuals

stories

Ipads

## **INTERDISCIPLINARY CONNECTIONS**

---

- WIDA Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
- WIDA Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- 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.

## **Career Ready Practices**



CRP1. Act as a responsible and contributing citizen and employee.

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:**

Historical Research

Current Events

Autobiographical Studies

Ethics

Social relationships among people

Dramatization

Educational tech applications

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

See link to Accommodations & Modifications document in course folder.

- teacher modeling
- simplify written and verbal instructions
- use teaching strategies and learning resources that that make content comprehensible
- cultural responsiveness
- total Physical Response (TPR) - direct action to internalize new language learning concepts
- provide leveled or guided reading
- provide regular and/or picture dictionaries
- couple new vocabulary with visual references
- simplify written and verbal instructions
- modify activities & assessments

- scaffolding
- graphic organizers
- modify lesson pacing and/or structure
- word banks
- provide extended time
- providing examples
- provide additional instruction including reviews, & drills
- alternate responses such as, drawing a series of pictures with captions, oral responses, etc.
- frequent breaks
- rephrase questions, directions & explanations
- shorten reading assignments
- adapt homework to reflect language proficiency and home support
- use story retellings to assess comprehension