

## Center ELL Social Studies (#1960)

**Description** This is a full year course designed for middle level ELL students to learn necessary social studies skills in geography, history and current events. Emphasis will be given to the role culture plays in understanding the United States and the rest of the world. Students will learn through the use of maps, text, charts and the media.

**Credits**

**Prerequisites** English Language Level 1 and 2

**Textbooks/Resources** *High Point*, Hampton Brown.

Supplements:

*Student Atlas of the World*. National Geographic, 2001. ISBN #0792272218

*World Atlas*. Nystorm Pub., 1995. ISBN #0884634809

**Required Assessments** District-Wide, Standards-Based Assessment

**Board Approved** May, 2004

### Revised

### AASD Social Studies Goals for K-12 Students

- Develop a chronological sense of time, continuity and change and an awareness of geographic place.
- Recognize that history and culture influence a society.
- Develop an awareness of current affairs.
- Recognize facts and vocabulary pertinent to the grade and/or discipline.
- Discern cause and effect relationships.
- Analyze and evaluate information/data.
- Interpret visually-oriented content.
- Recognize the rights and responsibilities of individuals and of society.
- Understand reasons for conflicting ideas and develop possible resolutions.
- Adopt a wider perspective.
- Accept democratic beliefs.

## AASD Social Studies Standards

- I. Geography
- Students in the Appleton Area School District will learn about geography through the study of the relationships among people, places and environment:
- A. Location, place and regions.
  - B. Movement.
  - C. Human-Environment Interaction.
  - D. Process-Investigation.
- II. History
- Students in the Appleton Area School District will learn about the history of Wisconsin, the United States and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships and analyze issues that affect the present and the future:
- A. Time, continuity and change in U.S. history.
  - B. U.S. cultures and cultural diversity.
  - C. People, places and events in U.S. history.
  - D. Process and investigation.
- III. Political Science and Citizenship
- Students in the Appleton Area School District will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance:
- A. World affairs.
  - B. Basic concepts/purposes of government.
  - C. American ideals and citizenship.
  - D. Government structures and processes.
- IV. Economics
- Students in the Appleton Area School District will learn about production, distribution, exchange and consumption so that they can make informed economic decisions:
- A. Production, distribution, consumption and exchange.
  - B. Science, technology, society and government.
  - C. Global connections.
  - D. Process, investigation and decision making.
- V. Behavioral Sciences
- Students in the Appleton Area School District will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the discipline of psychology, and the discipline of anthropology:
- A. Human origins and cultural development.
  - B. Individual human behavior.
  - C. Interactions between and among individuals, groups and institutions.
  - D. Cultural diversity.

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>1. Compare and contrast various cultures from around the world</b></p>	<p><b>Performance will be satisfactory when the student...</b></p> <ol style="list-style-type: none"> <li>examines cultures as a way to achieve global understanding.</li> <li>recognizes how local and regional ethnic cultures contribute to everyday lives.</li> <li>explains different beliefs among cultures and how these affect individuals and societies.</li> <li>analyzes how individuals, groups and institutions contribute to continuity and changes within their community.</li> <li>explains how groups and institutions meet the needs of individuals and societies.</li> <li>analyzes the relationship between the way of life of indigenous people and their environment.</li> <li>examines U.S. History from a variety of cultural perspectives.</li> </ol>	<ul style="list-style-type: none"> <li>Completes a cloze passage for content reading</li> <li>Keeps a reading log</li> <li>Reads content orally</li> <li>K-W-L chart</li> <li>Completes Venn Diagram and other compare/contrast graphic organizers</li> <li>Completes a text retelling, a summary, or paraphrases information read silently</li> <li>Listens to a video presentation, gathers information</li> <li>Takes notes about the content</li> <li>Completes information gap activities</li> <li>Writes a journal about class information</li> <li>Completes an outline, a T-list, or a semantic map</li> <li>Provides examples of a concept &amp; can justify them</li> <li>Tests and quizzes</li> </ul>
<p><b>Objectives are linked to the following AASD standards:</b> Social Studies: History Standards &amp; Behavioral Science Standards</p>		
<p><b>2. Analyze maps, atlases and databases to draw conclusions</b></p>	<p><b>Performance will be satisfactory when the student...</b></p> <ol style="list-style-type: none"> <li>analyzes the characteristics of regions, states and cities in the U.S. and throughout the world.</li> <li>classifies geographical regions based on physical features and climatic conditions (pampas, Patagonia, deserts, rain forests).</li> <li>gathers and compares information from a variety of geographic representations.</li> <li>constructs mental maps from memory showing selected states and countries, and representing relative locations, direction, size and shape.</li> <li>uses an atlas to estimate distance, calculate scale, identify dominant climate patterns and land use and to compute population density.</li> <li>selects the correct type of map for a given situation.</li> <li>gathers and compares information using charts, tables and graphs about time zones, latitude and longitude, topography and climate.</li> <li>analyzes the movement of people, ideas, diseases and products throughout the world.</li> </ol>	<ul style="list-style-type: none"> <li>Demonstrates map-reading and map interpretation knowledge on map quizzes</li> <li>Takes notes about the content</li> <li>Completes information gap activities</li> <li>Writes a journal about class information</li> <li>Completes an outline, a T-list, or a semantic map using a variety of geographic sources</li> <li>Draws a mental map from memory</li> <li>Maps the physical and cultural areas of various regions of the world</li> <li>Tests and quizzes</li> </ul>
<p><b>Objectives are linked to the following AASD standards:</b> Social Studies: Geography Standards</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>3. Investigate various points of view about an event</b></p>	<p><b>Performance will be satisfactory when the student...</b></p> <ol style="list-style-type: none"> <li>analyzes the various ways different witnesses interpret historical events.</li> <li>organizes history by various criteria, including chronologically, geographically, thematically, topically and by the issues.</li> <li>interprets historical events, eras and themes.</li> <li>evaluates primary and secondary sources for their credibility.</li> <li>analyzes U.S. documents to define freedom, democracy, equality and justice.</li> <li>analyzes issues associated with the history, culture, tribal sovereignty and current status of the Native American nations in the U.S.</li> <li>examines issues from a variety of different cultural perspectives.</li> <li>analyzes factors of family, religion, gender and social economic status to explain individual decisions and development.</li> </ol>	<ul style="list-style-type: none"> <li>Completes a cloze passage for reading about content</li> <li>Keeps a reading log</li> <li>Reads content orally</li> <li>K-W-L chart</li> <li>Completes a text retelling, a summary, or paraphrases information read silently</li> <li>Listens to a video presentation and gathers information</li> <li>Takes notes about the content</li> <li>Completes information gap activities</li> <li>Writes a journal about class information</li> <li>Completes an outline, a T-list, or a semantic map</li> <li>Provides examples of a concept and can justify them</li> <li>Gathers information from guest speakers or from interviews</li> <li>Tests and quizzes</li> </ul>
<p><b>Objectives are linked to the following AASD standards:</b>                      Social Studies: Geography Standards, History Standards, Political Science Standards, Economic Standards, Behavioral Science Standards</p>		
<p><b>4. Analyze the causes and effects of social, economic and political change</b></p>	<p><b>Performance will be satisfactory when the student...</b></p> <ol style="list-style-type: none"> <li>analyzes significant events and happenings by using cause-effect relationships</li> <li>analyzes cause and effect to demonstrate how different significant events influence the past and the present.</li> <li>compares and contrasts various cultural groups through music, literature, art, and philosophy to identify beliefs.</li> <li>analyzes the way that culture affects human interaction with the environment: vocations, recreation and the arts</li> </ol>	<ul style="list-style-type: none"> <li>Completes a cloze passage for reading about content</li> <li>Keeps a reading log</li> <li>Reads content orally</li> <li>Completes a text retelling, a summary, or paraphrases information read silently</li> <li>Listens to a video presentation and gathers information</li> <li>Takes notes about the content</li> <li>Completes information gap activities</li> <li>Writes a journal about class information</li> <li>Outline, a T-list, or a semantic map or KWL Chart</li> <li>Provides examples of a concept and can justify them</li> <li>Writes a formal report</li> <li>Tests and quizzes</li> </ul>
<p><b>Objectives are linked to the following AASD standards:</b>                      Social Studies: History Standards, Political Science Standards, Economic Standards, Behavioral Science Standards</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>5. Evaluate the rights and responsibilities of individuals</b></p>	<p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. analyzes the level of freedoms citizens have in various parts of the world.</li> <li>b. analyzes the role of freedom of expression vs. control of expression.</li> <li>c. analyzes how U.S. ideals about basic democratic principles, especially individual rights compare and contrast with beliefs followed by other nations in the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Completes a cloze passage for reading about content</li> <li>• Keeps a reading log</li> <li>• Reads content orally</li> <li>• K-W-L chart</li> <li>• Completes a text retelling a summary or paraphrases information read silently</li> <li>• Listens to a video presentation and gathers information</li> <li>• Takes notes about the content</li> <li>• Completes information gap activities</li> <li>• Writes a journal about class information</li> <li>• Completes an outline, a T-list or a semantic map</li> <li>• Provides examples of a concept and can justify them</li> <li>• Writes a formal report</li> <li>• Tests and quizzes</li> </ul>
<p><b>Objectives are linked to these AASD standards:</b> Social Studies: Political Science Standards</p>		
<p><b>6. Evaluate the media and its influence on people</b></p>	<p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. analyzes how the media influence the behavior of individuals and groups.</li> <li>b. uses various media to acquire information.</li> <li>c. creates products that communicate information about eh social studies.</li> <li>d. recognizes the impact the medium and presentation has on the information communicated.</li> <li>e. collects information from various on-line sources, news groups and listeners.</li> </ul>	<ul style="list-style-type: none"> <li>• Completes a text retelling, a summary or paraphrases information read silently</li> <li>• Listens to a video presentation and gathers information</li> <li>• Takes notes about the content</li> <li>• Completes information gap activities</li> <li>• Writes a journal about class information</li> <li>• Completes an outline, a T-list or a semantic map</li> </ul>
<p><b>Objectives are linked to these AASD standards:</b> Social Studies: Behavioral Science Standards Comm. Arts: Media/Technology Strand</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>7. Gather and analyze information from textbooks and other print and electronic media sources</b></p>	<p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. develops a question for research.</li> <li>b. evaluates sources of information.</li> <li>c. organizes acquired information.</li> <li>d. uses reading comprehension strategies.</li> <li>e. applies appropriate test-taking strategies.</li> <li>f. recognizes text structure (compare/contrast, cause/effect, time order, list) and uses graphic organizers.</li> <li>g. summarizes topic, main idea, and supporting information in own words.</li> </ul>	<ul style="list-style-type: none"> <li>• Completes a cloze passage for reading about content</li> <li>• Keeps a reading log</li> <li>• Reads content orally</li> <li>• Completes a text retelling, a summary, or paraphrases information read silently</li> <li>• Completes information gap activities</li> <li>• Completes an outline, a T-list or a semantic map</li> <li>• Locates appropriate information for a formal report</li> <li>• Cooperative learning collaboration about text and content</li> <li>• Self assessments</li> <li>• Texts and quizzes</li> </ul>
<p><b>Objectives are linked to these AASD standards:</b>                      Comm Arts: Reading Strand                      Research Strand</p>		
<p><b>8. Communicate effectively through oral language</b></p>	<p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. develops note taking skills.</li> <li>b. participates by listening attentively, demonstrating respect for the opinions of others and responding responsibly and courteously to the remarks of others.</li> <li>c. evaluates the stated ideas and opinions of others seeking clarification through questions.</li> <li>d. analyzes the ways a particular universal theme is expressed by various cultural groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Self assessments for communication, speaking ability, group participation and explaining a process</li> <li>• Asking questions</li> <li>• Participation in class discussion</li> <li>• Oral reports</li> <li>• Oral interviews</li> <li>• Picture cued descriptions or explanations</li> <li>• Text retelling</li> <li>• Improvisations, role plays, simulations</li> <li>• Radio broadcasts</li> <li>• Video clips</li> </ul>
<p><b>Objectives are linked to these AASD standards:</b>                      Social Studies: History Standards                      Comm. Arts: Speaking/Listening Strand</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>9. Write effectively</b></p>	<p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. writes point of view pieces to show different perspectives about an event.</li> <li>b. writes persuasive and compare and contrast essays, letters or reports.</li> <li>c. completes a well developed/organized writing in a limited amount of time.</li> <li>d. avoids discriminatory language.</li> <li>e. selects vocabulary and information to explain an idea.</li> <li>f. develops a strategy to effectively use rules of spelling and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes a description of an event</li> <li>• Writes summaries of information read, seen or heard</li> <li>• Writes an analysis using a new concept</li> <li>• Writes from another point of view</li> <li>• Writes about a cause/effect relationship</li> <li>• Writes a biography about a well-known person</li> <li>• Writes a reflective piece about content covered in the course</li> <li>• Takes notes</li> <li>• Completes an outline, a T-list, or a semantic map</li> <li>• Self assessments for the writing process, grammar and spelling and effective communication of ideas</li> <li>• Peer edits</li> </ul>
<p><b>Objectives are linked to these AASD standards:</b>                      Social Studies: History Standards                      Comm. Arts: Writing Strand</p>		

**Resources and learning activities that address course objectives:**