

ELL United States History (#3550)

Description This course is designed for the intermediate and higher ELL student. Vocabulary, reading, and writing are emphasized as the student becomes familiar with historical events in the United States. Students can expect modified reading, writing and research projects associated with the course of study.

Credits 1 credit

Prerequisites English Language Level 3 or higher

Textbooks/Resources King, Wayne; Napp, John. *United States History*. AGS/Wieser Educational, 2001. ISBN #0785425268

Supplemental:

America's Past & Promise. Glencoe, 1995.

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.
 - B. Individual human behavior.
 - C. Interactions between and among individuals, groups, and institutions.
 - D. Cultural diversity.

Course Objectives	Performance Indicators	Classroom Assessments
<p>1. Appreciate the diversity of the American people and the contributions made by various groups</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. analyzes that the various peoples in the U.S. have unique histories, languages and cultures and how this uniqueness explains a group's current status in U.S. society. b. traces the efforts to eliminate slavery and discrimination in the U.S. c. analyzes the effects of religious beliefs in the U.S. d. analyzes how conflicting beliefs and practices have been subjected to these methods of social interaction: cooperation, competition, conflict, accommodation and assimilation. e. evaluates when national interests and global interests have been in conflict. f. analyzes how cultural and social groups in the U.S. were defined in very specific ways and have changed over time. g. evaluates current and past efforts to eliminate prejudice and discrimination. h. analyzes the variety of U.S. responses to slavery, genocide and other forms of discrimination. i. constructs a map of North America from memory showing major physical and human features. 	<ul style="list-style-type: none"> • Completes a cloze passage for reading about content • Keeps a reading log • Reads content orally • K-W-L chart • Completes a text retelling, a summary or paraphrases information read silently • Listens to a video presentation and gathers information • Takes notes about the content • Completes information gap activities • Writes a journal about class information • Completes an outline, a T-list or a semantic map • Provides examples of a concept and can justify them • Draws a mental map of North America • Tests and quizzes
<p>Objectives are linked to the following AASD standards: Social Studies: History Standards Geography Standards Behavioral Science Standards Political Science Standards</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>2. Identify, interpret and predict the evolving role of the United States in world politics, economics and culture</p>	<p>Performance will be satisfactory when the student...</p> <ol style="list-style-type: none"> recognizes that social, political, economic and religious change is a key cultural trait of the U. S. analyzes the role of scientific, intellectual and religious changes to alter U.S. beliefs and values. analyzes the purposes and effects of treaties, alliances and international organizations that characterize today's global society. summarizes the evolving relationship of the U.S. in the role of world leader to other nations. investigates how contemporary economic questions can be analyzed through a historical perspective. analyzes how the interpretations of liberty, equality, justice and power as identified in the constitution, the Bill of Rights, the other Amendments and court decisions change over time. traces the evolution of movements to assert rights. 	<ul style="list-style-type: none"> • Completes a cloze passage for content reading • Keeps a reading log • Reads content orally • K-W-L chart • Completes a text re-telling, a summary or paraphrases information read silently • Listens to a video presentation and gathers information • Takes notes about the content • Completes information gap activities • Writes a journal about class information • Completes an outline, a T-list or a semantic map • Provides examples of a concept and can justify them • Gathers information from guest speakers or from interviews • Tests and quizzes
<p>Objectives are linked to the following AASD standards: Social Studies: History Standards, Political Science Standards, Economic Standards, Behavioral Science Standards</p>		
<p>3. Investigate historical cause and effect from various points of view</p>	<p>Performance will be satisfactory when the student...</p> <ol style="list-style-type: none"> explains historical events from various different points of view. interprets primary and secondary sources to identify different perspectives about events. analyzes the cause/effect relationships for various significant events. evaluates points of view about ethical issues such as immigration to determine if the conclusions are backed by historical, factual and logical evidence. 	<ul style="list-style-type: none"> • Completes a Cloze passage for content reading • Keeps a reading log • Reads content orally • K-W-L chart • Completes a text re-telling, a summary or paraphrases information read silently • Listens to a video presentation and gathers information • Takes notes about the content • Completes information gap activities • Writes a journal about class information • Completes an outline, a T-list or a semantic map • Provides examples of a concept and justification • Gathers information from speakers/interviews • Tests and quizzes
<p>Objectives are linked to the following AASD standards: Social Studies: History, Behavioral Sciences</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>4. Demonstrate effective communication skills</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. develops note taking skills. b. participates by listening attentively, demonstrating respect for the opinions of others and responding responsibly and courteously to the remarks of others. c. evaluates the stated ideas and opinions of others, seeking clarification through questions. d. analyzes the ways a particular universal theme is expressed by various cultural groups. e. writes point of view pieces to show different perspectives about an event. f. writes persuasive and compare and contrast essays, letters or reports. g. completes a well developed/organized writing in a limited amount of time. h. avoids discriminatory language. i. select vocabulary and information to explain an idea. j. develops a strategy to effectively use rules of spelling and grammar. 	<ul style="list-style-type: none"> • Self assessments for communication, speaking ability, group participation and explaining a process • Asking questions • Participation in class discussion • Oral and written reports • Oral interviews • Picture cued descriptions or explanations • Text retelling • Improvisations, role plays, simulations • Radio broadcasts • Note taking • Video clips
<p>Objectives are linked to the following AASD standards: Comm. Arts: Speaking/Listening; Writing</p>		
<p>5. Develop and apply critical thinking skills</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. formulates, analyzes and evaluates hypothesis. b. uses logic to arrive at conclusions and judgments. c. supports conclusions and judgments with appropriate primary and secondary sources. d. evaluates other's interpretations of issues in American history and interprets and draws deductions from literature, artwork, music, maps and statistical information from charts and graphs. 	<ul style="list-style-type: none"> • Quizzes and tests • Reading and comprehension • Document-based test essays • Primary resource analysis • Projects • Graded discussions
<p>Objectives are linked to these AASD standards: Social Studies: History Standard, Behavioral Science Standards Comm. Arts: Speaking/Listening Strand, Reading Strand, Writing Strand, Media Strand</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>6. Improve and apply research strategies</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. uses the research process effectively. b. uses quotes effectively. c. uses a variety of sources, primary and secondary. d. attributes the ideas found in research to the authority who wrote the statement. e. cites all sources in a bibliography. 	<ul style="list-style-type: none"> • Identifies a problem to be investigated • Locates appropriate information for a formal report • Projects • Cooperative learning collaboration for a group report • Self assessments
<p>Objectives are linked to these AASD standards: Social Studies: History Standards Communication Arts: Research Strand</p>		
<p>7. Evaluate various forms of media and apply media techniques</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. identifies the role of the media in the American culture. b. discusses how the media influence, impact cultural practices and beliefs. c. assesses the degree of influence media has on individuals and society. d. uses a scientific methodology to evaluate media influences on U.S. behavior and decisions. 	<ul style="list-style-type: none"> • Collects information from a variety of media sources • Creates products such as brochures, newspapers, audiotapes, newsletters, etc. • Watches news and discuss • Current Events quizzes • Portrays the media to give information • Projects
<p>Objectives are linked to these AASD standards: Social Studies: Behavioral Sciences Standards Communication Arts: Media/Technology Strand</p>		
<p>8. Improve use of study skills</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. uses graphic organizers to condense information. b. applies note-taking skills to record information. c. utilizes study tools such as flash cards, review sheets, mnemonic devices, study groups, etc. d. uses a daily planner to track assignments. e. demonstrates awareness of main ideas and supporting ideas in note taking. f. demonstrates understanding of textbook structures. g. employs effective reading strategies. h. demonstrates effective time management. i. self edits written . j. practices test-taking strategies. 	<ul style="list-style-type: none"> • Projects • Presentations • Portfolios • Essays • Research papers • Tests and quizzes
<p>Objectives are linked to these AASD standards: Communication Arts: Reading Strand, Writing Strand</p>		

Resources and learning activities that address course objectives:

