

## ELL Civics (#3560)

**Description** All students will be exposed to a practical unit on local and national government and its direct and indirect effects upon them. The topics pave the way for studying the political structures of other nations and the position of the United States in today's world.

**Credits** 1

**Prerequisites** English Language Level 3 or higher

**Textbooks/Resources** Smith, Jane and Sullivan, Carol. *United States Government*. Circle Pines, Minnesota: AGS Pub., 2005. ISBN: 0-7854-3871-8

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

**Board Approved** May, 2004, June, 2007

**Revised** May, 2007

### 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 for Students in Grade Nine**

- 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 and 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.

## WIDA English Language Proficiency Standard and Model Performance Indicators: Grades 9-12 Social Studies

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.

| <i>Domain</i>    | <b>Level 1<br/>Entering</b>   | <b>Level 2<br/>Beginning</b>  | <b>Level 3<br/>Developing</b>   | <b>Level 4<br/>Expanding</b>   | <b>Level 5<br/>Bridging</b>   |
|------------------|---|---|---|--|---|
| <b>Listening</b> | <p>identify regions or countries of political, economic, or historical significance to U.S. or world history from oral statements and maps</p> <p>identify distribution of natural resources around the world from maps or graphs and oral statements</p> | <p>match regions or countries with similar political, economic, or historical significance to U.S. or world history from oral descriptions and maps</p> <p>indicate availability of natural resources from oral statements by constructing graphs or maps</p> | <p>find examples of regions or countries that have similar economic, political or historical significance to U.S. or world history from oral scenarios and maps</p> <p>compare availability of natural resources of two or more countries from maps or graphs and oral statements</p> | <p>compare/contrast countries and regions that have economic, political, or historical significance to U.S. or world history from oral reading</p> <p>analyze distribution of products from natural resources among global markets from maps or graphs and oral descriptions</p> | <p>distinguish between rationales (economic, political, or historical) for significant events in U.S. or world history from oral reading or tapes representing varying perspectives</p> <p>interpret implications of distribution of products from natural resources among global markets from maps or graphs and oral descriptions</p> |
| <b>Speaking</b>  | <p>name elements of major historical, cultural, or economic themes depicted in illustrations (such as 'war' for revolution)</p> <p>state current events (in the news) supported visually</p>  | <p>list characteristics of major historical, cultural, or economic themes depicted in illustrations</p> <p>restate or orally sketch current or past events supported visually</p>   | <p>give examples or descriptions of major historical, cultural, or economic themes (depicted in illustrations or political cartoons)</p> <p>discuss current or past events or situations and their personal impact</p>  | <p>explain how major historical, cultural, or economic themes (depicted in illustrations or political cartoons) have changed our lives</p> <p>analyze current or past events, situations, or issues</p>  | <p>discuss and pose solutions to issues associated with major historical, cultural, or economic themes (depicted in illustrations or political cartoons)</p> <p>critique current or past events, situations, issues, or policies giving pros and cons</p>   |
| <b>Reading</b>   | <p>match people and places with significant periods in world history through illustrations and timelines</p> <p>locate visually supported information from photographs, headlines, and bylines in newspapers, magazines, or the Internet</p>              | <p>identify features of significant periods in world history from written statements and timelines</p> <p>locate visually supported information in newspaper articles, magazines, or on the Internet</p>  | <p>match features of significant periods in world history with written descriptions</p> <p>process information in newspaper and magazine articles or on the Internet</p>  | <p>compare/contrast significant periods in world history based on <b>social studies</b> text</p> <p>compare and contrast information from various news sources</p>   | <p>analyze significant periods in world history from grade level <b>social studies</b> text</p> <p>evaluate authenticity or bias in information from various news sources</p>   |
| <b>Writing</b>   | <p>label significant individuals, through illustrations or photographs, in history, politics, economics, or society</p> <p>label results of visually supported surveys related to <b>social studies</b> using yes/no questions (in small groups)</p>      | <p>outline the contributions of significant individuals in history, politics, economics, or society</p> <p>plot and describe results of surveys related to <b>social studies</b> using WH-questions (in small groups)</p>                                     | <p>describe the contributions of significant individuals in history, politics, economics, or society</p> <p>develop and administer surveys related to <b>social studies</b> using WH-questions and analyze results (in small groups)</p>  | <p>discuss how significant individuals have impacted history, politics, economics, or society</p> <p>develop, analyze, plot results of surveys related to <b>social studies</b>, and summarize responses to interview questions (in small groups)</p>                            | <p>explain and evaluate the contributions of significant individuals in history, politics, economics, or society</p> <p>develop, analyze, and plot results of surveys related to <b>social studies</b>, summarize, and explain results (in small groups)</p>  |

| Course Objectives  | Performance Indicators   | Classroom Assessments   |
|--|--|---|
| <p><b>1. Demonstrate knowledge of the structure of U.S. government.</b></p>  | <p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. defines the three branches of government.</li> <li>b. compares and contrasts the three levels of government.</li> <li>c. understands checks and balances.</li> </ul>                  | <ul style="list-style-type: none"> <li>• Quizzes and tests</li> <li>• Reading and comprehension</li> <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 Venn Diagram and other compare/contrast graphic organizers</li> <li>• Completes a text re-telling, 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</li> </ul> |
| <p><b>Objectives are linked to the following AASD standards:</b><br/>                     Social Studies: Political Science (American Ideals and Citizenship, Government Structures and Processes)</p>   |  |   |
| <p><b>2. Demonstrate individual rights and responsibilities of U.S. citizenship.</b></p>   | <p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. understands the value of participation in the electoral process and the qualifications of voting.</li> <li>b. describes historical and contemporary impact of immigration.</li> </ul> | <ul style="list-style-type: none"> <li>• Quizzes and tests</li> <li>• Reading and comprehension</li> <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 schematic graphic organizers about citizenship</li> <li>• Completes a text re-telling, 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</li> </ul>             |
| <p><b>Objectives are linked to the following AASD standards:</b><br/>                     Social Studies: Geography (Movement); History (Cultures and Cultural Diversity); Political Science (American Ideals and Citizenship); Economics (Process/Investigation and Decision Making); Behavioral Sciences (Individual Human Behavior, Cultural Diversity)</p> |  |   |

| Course Objectives   | Performance Indicators  | Classroom Assessments  |
|---|---|--|
| <p><b>3. Analyze historical documents.</b></p>  | <p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. interprets the Declaration of Independence.</li> <li>b. analyzes the Bill of Rights.</li> <li>c. utilizes the Constitution.</li> <li>d. analyzes the Wisconsin State Constitution.</li> </ul>  | <ul style="list-style-type: none"> <li>• Quizzes and tests</li> <li>• Completes a cloze passage for reading content</li> <li>• Keeps a reading log</li> <li>• Completes a text re-telling, paraphrase, or summary of the content</li> <li>• Listens to a video presentation and summarizes the content</li> <li>• Completes an outline, T list, or semantic map</li> <li>• Reading and comprehension</li> <li>• Document-based test essays: How would the U.S. be different if there were no Declaration?</li> <li>• Primary resource analysis: What happens in 2150 if Wisconsin writes a new constitution?</li> <li>• Graded discussions</li> <li>• Role play</li> </ul> |
| <p><b>Objectives are linked to the following AASD standards:</b><br/>                     Social Studies: Geography (Movement); History (Cultures and Cultural Diversity); Political Science (American Ideals and Citizenship); Economics (Process/Investigation and Decision Making); Behavioral Sciences (Individual Human Behavior, Cultural Diversity)</p>  |   |  |
| <p><b>4. Utilize research techniques to analyze issues and topics.</b></p>  | <p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. demonstrates openness to all points of view.</li> <li>b. defends point of view with valid reasoning.</li> <li>c. evaluates the validity of sources.</li> <li>d. utilizes multiple types of resources such as the Internet, newspaper, news magazines, etc.</li> <li>e. cites information appropriately.</li> </ul> | <ul style="list-style-type: none"> <li>• Quizzes and tests</li> <li>• Completes a cloze passage for reading content</li> <li>• Keeps a reading log</li> <li>• Completes a text re-telling, paraphrase, or summary of the content</li> <li>• Listens to a video presentation and summarizes the content</li> <li>• Completes an outline, T list, or semantic map</li> <li>• Provides examples of a concept and can justify them</li> <li>• Reading and comprehension</li> <li>• Report writing</li> <li>• Graded discussions</li> </ul>   |
| <p><b>Objectives are linked to the following AASD standards:</b><br/>                     Social Studies: Political Science (American Ideals and Citizenship; Government Structures and Processes); Behavioral Sciences (Human Origins and Cultural Development; Cultural Diversity)<br/>                     Science: Science Connections; Science Inquiry; Science in Social and Personal Perspectives<br/>                     Mathematics: Statistics and Probability<br/>                     Communication Arts: Research</p> |   |  |

| Course Objectives  | Performance Indicators   | Classroom Assessments  |
|--|--|--|
| <p><b>5. Evaluate the electoral process.</b></p>   | <p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. examines the electoral college.</li> <li>b. understands the role of media.</li> <li>c. evaluates political participation.</li> <li>d. analyzes the political spectrum.</li> <li>e. understands the role of political parties in the political process.</li> </ul>   | <ul style="list-style-type: none"> <li>• Quizzes and tests</li> <li>• Reading and comprehension</li> <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 schematic or graphic organizers about the electoral college</li> <li>• Completes a text re-telling, 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</li> </ul> |
| <p><b>Objectives are linked to these AASD standards:</b><br/>                     Social Studies: Geography (Movement; Process-Investigation); Political Science (Government Structures and Process); Behavioral Sciences (Human Origins and Cultural Development)</p> |  |  |
| <p><b>6. Apply problem solving skills.</b></p>   | <p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. interprets various forms of data.</li> <li>b. develops various conflict resolution techniques.</li> <li>c. identifies problem-solving techniques used in history.</li> <li>d. participates in various problem-solving simulations (ex: Mock Trial, Mock Congress, Mock Constitutional Convention, Mock Campaign, Youth in Government, etc.).</li> </ul> | <ul style="list-style-type: none"> <li>• Quizzes and tests</li> <li>• Reading and comprehension</li> <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 graphic organizers on problem-solving techniques</li> <li>• Takes notes about the content</li> <li>• Completes information gap activities</li> <li>• Mock Congress, Mock Constitutional Convention, Mock Campaign</li> </ul>   |
| <p><b>Objectives are linked to these AASD standards:</b><br/>                     Social Studies: Behavioral Sciences (Individual Human Behavior; Interactions-Individuals, Groups, Institutions)</p>  |  |  |

| Course Objectives   | Performance Indicators   | Classroom Assessments  |
|---|--|--|
| <p><b>7. Evaluate the influence of media in a democratic society.</b></p>   | <p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. recognizes the influence of media on democratic institutions such as political parties, campaigns, lobbying and polls.</li> <li>b. evaluates the validity of sources.</li> <li>c. analyzes propaganda techniques.</li> </ul>  | <ul style="list-style-type: none"> <li>• Quizzes and tests</li> <li>• Reading and comprehension</li> <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 schematic graphic organizers about the kinds of media and their role in a democracy</li> <li>• Completes a text re-telling, 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</li> </ul> |
| <p><b>Objectives are linked to these AASD standards:</b><br/>                     Social Studies: Political Science (Government Structures and Processes); Behavioral Sciences (Human Origins and Cultural Development; Interactions—Individuals, Groups, Institutions)<br/>                     Communication Arts: Media/Technology</p> |  |  |
| <p><b>8. Interpret current events.</b></p>  | <p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. relates current events to knowledge of the structure of government.</li> <li>b. relates current events to knowledge of economics.</li> <li>c. relates current events to knowledge of history.</li> <li>d. connects current events to personal lives.</li> <li>e. analyzes advantages and disadvantages of possible actions.</li> <li>f. recognizes bias.</li> </ul> | <ul style="list-style-type: none"> <li>• Quizzes and tests</li> <li>• Reading and comprehension</li> <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 schematic graphic organizers about a news topic</li> <li>• Completes a text re-telling, 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</li> </ul>                                     |
| <p><b>Objectives are linked to these AASD standards:</b><br/>                     Social Studies: Geography (Location, Place &amp; Regions; Human-Environment Interaction; Process-Investigation); History (Process-Investigation); Political Science (World Affairs); Economics (Global Connections)</p>                                 |  |  |

| Course Objectives  | Performance Indicators   | Classroom Assessments  |
|--|--|--|
| <p><b>9. Comprehend the value and role of diversity in U.S. society.</b></p>   | <p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. examines the contributions of various ethnic, racial and socioeconomic groups to the United States.</li> <li>b. investigates the struggles of U.S. citizens in their quest for equality.</li> </ul> | <ul style="list-style-type: none"> <li>• Quizzes and tests</li> <li>• Reading and comprehension</li> <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 schematic graphic organizers about the role of diversity in a democracy</li> <li>• Completes a text re-telling, 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</li> </ul> |
| <p><b>Objectives are linked to these AASD standards:</b><br/>                     Social Studies: History (Cultures and Cultural Diversity); Behavioral Sciences (Cultural Diversity)</p>  |  |  |
| <p><b>10. Apply skills needed to communicate effectively in a democratic society.</b></p>  | <p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. develops group process skills.</li> <li>b. identifies appropriate audience/vehicle for promoting change.</li> <li>c. advocates a position verbally and in writing with clarity.</li> </ul>          | <ul style="list-style-type: none"> <li>• Participate in class discussions</li> <li>• Asks questions</li> <li>• Summarizes lectures, discussions, and readings</li> <li>• Takes notes, make outlines, and paraphrase class activities</li> <li>• Gathers info from class to draw conclusions</li> <li>• Keeps a class journal</li> <li>• Comprehension quizzes on video content</li> <li>• Gathers facts (who, what, when, where, why, how) on current events</li> <li>• Makes a semantic map or graphic organizer of various points of view on an issue</li> </ul>   |
| <p><b>Objectives are linked to these AASD standards:</b><br/>                     Social Studies: Behavioral Sciences (Individual Human Behavior)<br/>                     Communication Arts: Writing; Speaking/Listening; Media/Technology</p> |  |  |



| Course Objectives  | Performance Indicators  | Classroom Assessments  |
|--|---|--|
| <p><b>11. Understand the role of economics in the democratic process.</b></p>  | <p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. comprehends the components of a free market such as supply and demand, competition and trade.</li> <li>b. explores the role of the democratic process in the making of a government budget.</li> </ul>   | <ul style="list-style-type: none"> <li>• Quizzes and tests</li> <li>• Reading and comprehension</li> <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 schematic graphic organizers about economic liberty</li> <li>• Completes a text re-telling, 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</li> </ul> |
| <p><b>Objectives are linked to these AASD standards:</b><br/>                     Social Studies: Economics (Production, Distribution, Consumption and Exchange; Science Technology, Society and Government; Global Connections; Process/Investigation and Decision Making)</p>  |   |  |
| <p><b>12. Demonstrate knowledge of personal economics.</b></p>   | <p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. comprehends the influence of taxation and spending.</li> <li>b. explains the role of banking, insurance and stocks in society.</li> <li>c. explores career opportunities.</li> <li>d. examines a variety of business structures.</li> <li>e. recognizes the influence of advertising on spending.</li> </ul> | <ul style="list-style-type: none"> <li>• Reading and comprehension</li> <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 schematic graphic organizers about wages and living expenses</li> <li>• Completes a text re-telling, 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</li> </ul>                     |
| <p><b>Objectives are linked to these AASD standards:</b><br/>                     Social Studies: Economics (Science Technology, Society and Government; Process/Investigation and Decision Making)<br/>                     Science: Science in Social and Personal Perspectives; Science Connections<br/>                     Communication Arts: Research<br/>                     Mathematics: Number Operations and Relationships</p> |   |  |

| Course Objectives   | Performance Indicators  | Classroom Assessments   |
|---|---|---|
| <p><b>13. Demonstrate effective study skills.</b></p>   | <p><b>Performance will be satisfactory when the student...</b></p> <ul style="list-style-type: none"> <li>a. uses graphic organizers to condense information.</li> <li>b. applies note-taking skills to record information.</li> <li>c. utilizes study tools such as flash cards, review sheets, mnemonic devices, study groups, etc.</li> <li>d. uses a daily planner to track assignments.</li> <li>e. practices test-taking strategies.</li> </ul> | <ul style="list-style-type: none"> <li>• Note-taking</li> <li>• Develops and sticks to a study plan</li> <li>• Keeps and follows a study/homework planner</li> <li>• Organize study time</li> <li>• Establishes a procedure for taking tests</li> </ul> |
| <p><b>Objectives are linked to these AASD standards:</b><br/>                     Social Studies: Behavioral Sciences (Individual Human Behavior)<br/>                     Communication Arts: Reading/Literature</p> |   |   |

**Learning activities that address course objectives:**

At the instructional level, the teacher would serve their students' needs by integrating the following:

- Before embarking on any reading or writing activities, provide strong background knowledge to “scaffold” learning.
- Pre-teach vocabulary in a comprehensive and systematic way. Provide lots of repetitions. Teach words by relating to concepts in the students’ own schema. Allow students to practice words through various modalities. Use visualization. Use physical actions. Bring in pictures. Allow students to talk with you and their peers. Repetition in different modalities is critical. Apply to writing.
- Oral repetition is also very important. With definition and words in hand, move in pairs around the room, reading and repeating.
- Show videos, do demonstrations, or show pictures that illustrate the concepts.

With an emphasis on building background, teaching vocabulary, and providing oral training, ELL students will be able to access this curriculum as long as there is sufficient background knowledge integrated into the instructional process.