

ELL Newcomers Social Studies - Grades K-2

Description Elementary students in grades kindergarten to second grade will develop beginning English listening, speaking, reading and writing skills related to social studies.

Prerequisites English Language Level 1-2
Textbooks/Resources

Required Assessments ACCESS

Board Approved July, 2005

Revised

AASD ELL Goals for K-12 Students

The ELL Bilingual Education program will enable students to:

- *Develop a chronological sense of time, continuity and change 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.*

AASD Social Studies Standards for Students in Grades K-2

- | | |
|--|--|
| I. Geography | <p>Students in the Appleton Area School District will learn about geography through the study of the relationships among people, places and environment:</p> <ul style="list-style-type: none"> A. Location, place and regions B. Movement C. Human-Environment Interaction D. Process-Investigation |
| II. History | <p>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:</p> <ul style="list-style-type: none"> 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 | <p>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:</p> <ul style="list-style-type: none"> A. World affairs. B. Basic concepts/purposes of government. C. American ideals and citizenship. D. Government structures and processes. |
| IV. Economics | <p>Students in the Appleton Area School District will learn about production, distribution, exchange and consumption so that they can make informed economic decisions:</p> <ul style="list-style-type: none"> A. Production, distribution, consumption and exchange. B. Science, technology, society and government. C. Global connections. D. Process, investigation and decision-making. |
| V. Behavioral Sciences | <p>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:</p> <ul style="list-style-type: none"> A. Human origins and cultural development. B. Individual human behavior. C. Interactions between and among individuals, groups and institutions. D. Cultural diversity. |

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

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> identify neighborhood signs from pictures (such as traffic lights, schools or railroad crossings) 	<ul style="list-style-type: none"> identify buildings in neighborhoods from pictures (e.g., “Firefighters work here.”) 	<ul style="list-style-type: none"> locate places in neighborhoods from maps (e.g., “The house is next to the park.”) 	<ul style="list-style-type: none"> find locations using maps of neighborhoods (e.g., “The school is at the corner of First and Oak.”) 	<ul style="list-style-type: none"> construct maps or reproductions of neighborhoods based on field trips or oral directions
Speaking	<ul style="list-style-type: none"> identify prehistoric animals or tools from pictures and oral statements (e.g., “This animal looked like a horse.”) 	<ul style="list-style-type: none"> identify prehistoric animals or tools from pictures and oral descriptions (e.g., “This animal was taller than a 5 story building.”) 	<ul style="list-style-type: none"> match pictures of prehistoric animals or tools and their environments with oral scenarios 	<ul style="list-style-type: none"> re-enact the lives of prehistoric animals or events surrounding the creation or use of tools based on videos or movies 	<ul style="list-style-type: none"> interpret the work of paleontologists and anthropologists through oral readings, videos, or movies
Reading	<ul style="list-style-type: none"> locate places using a variety of geographic representations (such as globes, maps, aerial photos, or satellite images) from oral commands 	<ul style="list-style-type: none"> select appropriate maps to identify regions, countries, or land forms from oral statements 	<ul style="list-style-type: none"> select appropriate maps based on oral information about regions, countries, land forms, or highways 	<ul style="list-style-type: none"> compare and contrast different types of maps from oral descriptions 	<ul style="list-style-type: none"> evaluate the usefulness of different types of maps for different purposes from oral descriptions
Writing	<ul style="list-style-type: none"> identify distribution of natural resources around the world from maps or graphs and oral statements 	<ul style="list-style-type: none"> indicate availability of natural resources from oral statements by constructing graphs or maps 	<ul style="list-style-type: none"> compare availability of natural resources of two or more countries from maps or graphs and oral statements 	<ul style="list-style-type: none"> analyze distribution of products from natural resources among global markets from maps or graphs and oral descriptions 	<ul style="list-style-type: none"> interpret implications of distribution of products from natural resources among global markets from maps or graphs and oral descriptions

ELP Standards – WIDA (Classroom)

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

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> locate reference points on local or world maps or globes from oral commands (such as around the school and community) 	<ul style="list-style-type: none"> identify major physical features of the earth on local or world maps or globes based on oral statements (such as mountains and oceans) 	<ul style="list-style-type: none"> identify directions and cardinal points on local maps or scales based on a series of oral directions (such as the compass rose or legends) 	<ul style="list-style-type: none"> distinguish among geographic locations on local or regional maps based on oral descriptions that include directionality 	<ul style="list-style-type: none"> follow travel routes on maps based on a series of directionality and sequence statements
Speaking	<ul style="list-style-type: none"> tell personal information about family using visual support (such as names of family members from photographs or drawings) identify community workers from pictures 	<ul style="list-style-type: none"> tell information or experiences about your family (such as heritage and language) describe roles of community workers from pictures 	<ul style="list-style-type: none"> give examples of personal responsibilities of family members describe personal encounters with community workers 	<ul style="list-style-type: none"> predict consequences of irresponsible family members explain importance of community workers 	<ul style="list-style-type: none"> explain the importance of your contributions to family predict consequences of not having community workers
Reading	<ul style="list-style-type: none"> match vocabulary or pictures with illustrated holidays or seasons 	<ul style="list-style-type: none"> sort vocabulary, pictures, or phrases according to holidays or seasons 	<ul style="list-style-type: none"> find explicit information about holidays or seasons from text and visual sources 	<ul style="list-style-type: none"> interpret explicit information about holidays or seasons from visual sources 	<ul style="list-style-type: none"> interpret implicit information about holidays or seasons from grade level text and visual sources
Writing	<ul style="list-style-type: none"> draw symbols or logos for products in the marketplace 	<ul style="list-style-type: none"> draw or describe products in the marketplace 	<ul style="list-style-type: none"> compare/contrast the attributes of two products 	<ul style="list-style-type: none"> state advantages of using one product over another 	<ul style="list-style-type: none"> evaluate usefulness of products and provide reasons for choices or decisions

ELP Standards – WIDA (Large Scale)

A. GEOGRAPHY

Course Objectives	Performance Indicators	Classroom Assessments
<p>1. Recognize important points on world and local maps.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies cardinal directions: north, south, east, west. b. identifies intermediate directions: northeast, northwest, southeast, southwest. c. identifies the north and south poles on a globe. d. identifies lines of latitude and longitude. e. creates and uses map scales. f. identifies and uses map symbols from a legend. 	<ul style="list-style-type: none"> • Games • Worksheets • Student Created Maps
<p>2. Locate physical features on a map or globe.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies and names specific countries, continents, and bodies of water. b. distinguishes and names landforms (highlands, mountains, forests, deserts, peninsulas, islands, gulfs, straits, etc.) c. draws a world map. d. recognizes points of interest. 	<ul style="list-style-type: none"> • Visuals (Maps, Globes, Etc.) • Manipulatives & Models • Student Created Maps
<p>3. Discuss how different environments affect the way people live.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. compares and contrasts different environments. b. classifies different shelters according to geographic locations. c. discusses how the environment affects the people who live in it. 	<ul style="list-style-type: none"> • Graphic Organizers • Journals • Models
<p>4. Use maps, atlases, charts, and graphs to locate and gather information about cities and states, both locally and worldwide.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. locates on a map the city, state, and country in which he/she lives. b. locates his/her country of origin. c. charts/diagrams information (i.e. population, landforms, weather, resources, etc.) about different states and regions in the us and worldwide. d. reports information gathered through oral and/or written presentations. 	<ul style="list-style-type: none"> • Manipulatives & Models • Visuals • Presentations

<p>5. Identify and distinguish different kinds of weather.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies different types of weather. b. matches appropriate clothing with different weather patterns. c. identifies the four seasons and the weather associated with each of them. d. identifies how seasons, recreation, dress, lifestyle, and occupation affect a community. e. identifies and distinguishes between predictable and unpredictable environmental changes. 	<ul style="list-style-type: none"> • Weather Bear • Worksheets • Charts • Murals • Realia • Calendar • Journals
<p>6. Identify connections between the local community and other places in Wisconsin, the United States, and the world.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies connections that exist between different places in Wisconsin, different parts of the United States, and the world. 	<ul style="list-style-type: none"> • Presentations • Journals • Graphic Organizers • Travel Brochures • Posters
<p>Above objectives aligned with AASD standard: Social Studies: Geography</p>		

B. HISTORY: TIME, CONTINUITY, AND CHANGE

Course Objectives	Performance Indicators	Classroom Assessments
<p>1. Use a timeline to select, organize, and sequence information.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies major events in his/her personal life. b. uses a timeline to sequence these events. c. uses a timeline to sequence important world, state, and local events. d. share timelines with fellow classmates. 	<ul style="list-style-type: none"> • Graphic organizers • Timelines • Calendars • Presentations
<p>2. Examine the lives of extraordinary people, and explain their relationship to significant historical events.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies extraordinary people (such as Martin Luther King, Jr. and the president). b. identifies the contributions of these extraordinary people (such as equal rights, democracy, etc.) c. utilizes different primary sources (such as biographies, diaries, historical newspapers) to locate information about the lives of extraordinary people. 	<ul style="list-style-type: none"> • Graphic organizers • Drawings • Matching activities • Reading Logs • Roleplay • Reports
<p>3. Compare and contrast how different cultures have affected contemporary life.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. makes a list of familiar cultural groups. b. selects a cultural group and describes its influence on change in the local community over recent years. c. discusses the changes in the economic and social status of women over time. 	<ul style="list-style-type: none"> • Graphic organizers • Drawings • Reading Logs • Presentations
<p>4. Describe the meaning of important political values such as freedom, democracy, and justice.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. cites important values of freedom, democracy, and justice. b. explains what freedom, democracy, and justice mean for the student, his/her family, the local community, and the world. 	<ul style="list-style-type: none"> • Graphic organizers • Journals • Drawings • Roleplay

<p>5. Explain the significance of national and state holidays, and symbols</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies major holidays and their significance. b. knows the importance of national and state symbols. c. identifies and tells about a state or national holiday similar to a holiday in the student’s culture (e.g. compare different new year and independence day celebrations). d. recites the pledge of allegiance. 	<ul style="list-style-type: none"> • Graphic organizers • Drawings • Presentations • Shared Readings
<p>6. Know of the existence of Native American Indians in Wisconsin.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies the contributions of Native Americans. b. compares and contrasts the lifestyles of American Indian tribes with student’s own culture. c. identifies Native American tribes living in Wisconsin. 	<ul style="list-style-type: none"> • Graphic organizers • Journals • Drawings • Presentations • Maps
<p>Above objectives aligned with AASD standard: Social Studies: Geography</p>		

C. POLITICAL SCIENCE AND CITIZENSHIP

Course Objectives	Performance Indicators	Classroom Assessments
<p>1. Identify and contrast the responsibilities of individuals in the family, of peers, and of the community.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. describes the responsibilities of various individuals. b. compares and contrasts the responsibilities of various individuals. 	<ul style="list-style-type: none"> • Graphic organizers • Charts • Illustrations
<p>2. Discuss how families, schools, and communities create rules and consequences.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. lists various classroom, family, and community rules and discuss reasons for them. b. creates a set of classroom rules. c. lists consequences for behaviors. d. participates in role-playing situations involving rules and consequences. 	<ul style="list-style-type: none"> • Visuals • Journals • TPR • Observations • Role Plays
<p>3. Discuss different viewpoints about school and local issues and develop solutions.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies a school and/or local problem and develop possible solutions. b. analyzes the issue from different viewpoints. 	<ul style="list-style-type: none"> • Interviews • Graphic Organizers • Role Plays • Journals • Illustrations

<p>4. Identify different aspects of community life.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies different kinds of community (i.e. rural, urban, town, cities). b. identifies community buildings, signs, and transportation. c. describes the ways that communities meet needs and help people. d. lists community media 	<ul style="list-style-type: none"> • Maps • Illustrations • Role Plays
<p>Above objectives aligned with AASD standard: Social Studies: Political Science & Citizenship</p>		

D. ECONOMICS

Course Objectives	Performance Indicators	Classroom Assessments
<p>1. Describe and explain the role of money, banking, and saving in everyday life.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies the usage of money, banking, and saving. b. identifies and prioritizes needs and wants, and the value of each. c. identifies what to spend money on, and when to spend it. d. discusses the long terms effects of spending and saving behaviors. e. discusses how a family household earns money and how it is spent. 	<ul style="list-style-type: none"> • Class Store • Manipulatives • Journals • Lists
<p>2. Discuss the importance of buying, selling, deciding what to recycle and how much to contribute to people in need.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. lists reasons to buy and sell personal property. b. creates a product to be sold in the classroom and how to use the money earned. c. lists and sorts recyclable items into appropriate categories. d. develops a personal budget. 	<ul style="list-style-type: none"> • Class Store • Student Projects • Manipulatives • Graphic Organizers • Journals • Student Budgets
<p>3. Identify local goods and services that are part of the global economy and explain their use in Wisconsin.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. lists (orally, with pictures, maps, or charts, or in simple writing) products and services wisconsin economically exchanges on the global market). b. describes the use of the products and services of Wisconsin. c. identifies the special skills needed to produce local goods and services. 	<ul style="list-style-type: none"> • Realia • Student Projects • Collage • Graphic Organizers • Journals • Worksheets (Matching) • Field Trips

<p>4. Identify and explain basic economic concepts: supply, demand, production, exchange, consumption, labor, wages, and public and private goods and services.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies and explains each of the terms listed in the objective. b. conducts classroom research and experiments to explore the basic economic concepts (classroom store) 	<ul style="list-style-type: none"> • Field Trips • Class Store • Graphic Organizers • Student Experiments • Student Research • Student Presentations
<p>Above objectives aligned with AASD standard: Social Studies: Economics</p>		

E. BEHAVIORAL SCIENCE

Course Objectives	Performance Indicators	Classroom Assessments
<p>1. Discuss the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. discusses their background knowledge on different knowledge. b. completes a classroom incentive program, identifying extrinsic motivators. c. completes a kwl on given topics. d. explores personal interests through surveys, discussions, and student-created books (e.g. “all about me”). 	<ul style="list-style-type: none"> • Graphic organizers (Charts, Timelines, etc.) • Self Assessments • Presentations • Student Created Books • Incentive Programs
<p>2. Discuss important role models in the students’ lives.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. discusses characteristic of important role models in their lives. (e.g. family and community members, teachers, etc.) b. identifies connections between the role models’ characteristics and their own. 	<ul style="list-style-type: none"> • Interviews • Role Plays • Journaling • Graphic Organizers • Self Assessment
<p>3. Describe how families and their cultures are alike and different.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies family similarities and differences (e.g. size, hobbies, culture, celebrations, where families live, and how the families make a living). b. compares the likes and dislikes of different age groups within a family. c. lists examples of the various ways cultures have influenced life in the united states. d. shares stories, folk tales, music, etc. from their culture and discuss their importance. 	<ul style="list-style-type: none"> • Interviews • Role Plays • Journaling • Graphic Organizers • Student Created Books • Presentations

<p>4. Give examples of group and institutional influences such as laws, rules, media, and peer pressure on people, events, and cultures.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies examples of group and institutional influences. b. explains the rationale for school and community laws. c. explains how these influences (e.g. laws, peer pressure, etc.) affect the student. 	<ul style="list-style-type: none"> • Role Plays • Journaling • Graphic Organizers • Interviews
<p>5. Give examples to show how the media may influence the behavior and decision-making of individuals and groups.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. compares and contrasts different tv programs. b. discusses media propoganda and its effect on consumers. c. chooses a product and designs a commercial to sell the product. d. identifies and explains examples of bias, prejudice, and stereotyping found in media. 	<ul style="list-style-type: none"> • Interviews • Surveys • Role Plays • Graphic Organizers • Student Commercials
<p>Above objectives aligned with AASD standard: Social Studies: Behavioral Science</p>		