

6 - 12

English
Language
Learners

August

2016

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Developed August 2011

**English
Language
Learner
Program**

**Fair Lawn
Public Schools**

Fair Lawn, NJ

Fair Lawn School District

Committee Credits

Middle School and High School ELL Team

Luigina Finneran, teacher

Isabel Stern, teacher

Liliana Lopez, Supervisor

English Language Learner Program (ELL)

I. ELL Program in Fair Lawn

Our English Language Learner Program was established to assist English Language Learners (ELLs) in increasing their English language proficiency and gaining academic language in order to meet state requirements in the content areas. Students are identified for ELL services through an initial home language survey, teacher observation and/or interview with guardian, teacher and student. Based on initial information gathered, the ELL teacher will then determine if a state approved language proficiency assessment is warranted. Fair Lawn has adopted the WIDA MODEL for grades sixth through twelfth, and LAS Links Assessment tool for grades sixth through twelfth. These instruments help the teacher to assess the students language ability based on the state's minimum cut-off score, and assist the teacher in designing a program unique to the child's needs. All students within the ELL Program are required to take the annual ACCESS for ELLs 2.0 Assessment which is required by the State of New Jersey. This assessment is used to monitor our ELLs progress, and along with multiple criteria is used to determine ELLs yearly placement.

II. Philosophy & Rationale

English Language Learner (ELL) instruction has been evolving over the past several years. Until recently most ELL curriculums centered on language topics and functions such as the school, culture and basic vocabulary. Research however suggests that language is best acquired when meaning is attached to it. Additionally with increased rigor of state-mandated testing, ELL curricula and programs must be flexible to meet the individual needs of the student. With movement towards heavier content based testing and knowledge, Fair Lawn takes the position that the ELL classroom material should parallel content based grade level material, particularly in the areas of social studies and science.

Using content based materials as a basis for its program, students will also learn to acquire the functions and usage of the English language. Learning objectives will be twofold: (1) students will gain knowledge in the content areas while simultaneously (2) learning specific language objectives. In paralleling grade level content material, the goal is to provide students with enough language and knowledge to engage in classroom activities. The program does this by integrating the four skills of listening, speaking, reading and writing in weekly lessons. The role of the teacher is to dispense the content material while at the same time facilitate English language development. By nature of its small group instructional setting, the ELL classroom lends itself very well to differentiated instruction. Lessons are designed to tap into the variety of learning styles engaging all students in active learning. Assessment is also differentiated and the use of portfolios, classroom benchmarks, and assessments tools are utilized as multiple criteria to evaluate students and track their progress along the language learning continuum.

The ELL program in middle and high school plays a major role in helping today's student to acquire the English language to become members of the larger English speaking community of the United States. Although American culture is a key component of the program, the ELL classroom also celebrates the cultures and diversity of its student population, valuing the contributions of other cultures to modern world. This curriculum has been developed as a reference guide for all stakeholders in the implementation of the ELL program. Although sample lessons and suggested materials are included, the program allows teachers the flexibility to adapt the program to their (and their students) individual needs. Topics such as holidays, customs, school and community activities will be addressed on an ongoing basis as needed. Ultimately the goal is to welcome students into American society while equipping them with the language and knowledge needed to be successful learners in our schools.

III. Structure of Curriculum

The English Language Learner curriculum for grades 6-12 th is a scope and sequence that builds and develops linguistic proficiency for non-native English speakers. All

students are assured a high quality English linguistic learning experience based on the six language skills: listening, speaking, reading, writing, critical thinking (based on Bloom's Taxonomy), learning strategies and culture.

The goal of the curriculum is to provide the students with the skills necessary to transition successfully into the mainstream classroom. The scope and sequence is built upon the WIDA Standards and the CCCS.

IV. Delivery of Service

The delivery of ELL services varies according to the needs of the student. At the middle and high school level, ELL is most often delivered as a high intensity English program, and is a replacement for their grade level English. Currently Fair Lawn has a significant Russian, Spanish and Hebrew speaking population that requires the district to provide an additional period of services to these language groups. Due to the impracticality of implementing a bilingual program, Fair Lawn has filed a waiver of bilingual services from the state department.

V. Exiting the ELL Program

Fair Lawn employs a multi-criteria approach when exiting students from the program. A heavy emphasis is placed upon the students test score on the NJ State approved language test ACCESS 2.0. Other factors include:

- Teacher recommendations (both the ELL and the classroom/content teacher)
- Academic performance
- Achievement test scores
- Portfolio work

Highly proficient students may also transition out of the program through a gradual release process.

VI. ACCESS for ELLs 2.0 Testing

All students within the ELL Program are required to take the annual ACCESS for ELLs 2.0 assessment which is required by the State of New Jersey. This assessment is used to monitor the progress of our ELLs, and along with multiple criteria is used to determine ELLs yearly placement. Please see following link for more information:

<https://www.wida.us/assessment/ACCESS20.aspx#about>

VII. ELL Guidance

The New Jersey Department of Education Bureau of Bilingual/ESL Education provides school districts guidance on the implementation of ELL Programs. Please see following link for more information: <http://www.state.nj.us/education/bilingual/>

The Fair Lawn School District adheres to the [N.J.A.C. 6A:15 Bilingual Education Administration Code of the State of New Jersey](#).

VIII. ELL Guidance en Español

La Agencia de Educación Bilingüe/Inglés Como Segundo Idioma del Departamento de Educación del Estado de New Jersey provee una página web sobre información, recursos, y consejos prácticos a los padres de habla hispana para ayudarles a entender el sistema educativo y para ofrecerles información y recursos sobre sus opciones, posibilidades y derechos. Por favor de aprender más información y ver el enlace <http://nj.gov/education/bilingual/parents/spanish/>.

VIII. Scope & Sequence throughout the Grade Levels

Scope and Sequence provides a breakdown of grade levels and spiraling units to provide flexibility for mixed grade leveled groups and differentiation for the varied ability and language levels.

	The Immigrant Experience	It Takes a Village	Freedom and Justice for All
<i>6-8 Beginner</i>	<ul style="list-style-type: none"> All About Me School Community Map Skills Family Feelings 	<ul style="list-style-type: none"> Weather Changing Seasons Landforms Native Americans Columbus Day Thanksgiving Winter Holidays 	<ul style="list-style-type: none"> Basic Civil Rights Independence Martin Luther King, Jr. Types of Government Veterans' Day Memorial Day Fourth of July
<i>6-8 Intermediate</i>	<ul style="list-style-type: none"> All About Me School and Rules Places in the Community Map Skills Famiy- Nuclear and Extended Feelings/ Emotions Multicultural Sensitivity and Awareness Citizenship 	<ul style="list-style-type: none"> Weather Changing Seasons Landforms/ Biomes Native Americans/ Pilgrims Columbus Day Thanksgiving Winter Holidays 	<ul style="list-style-type: none"> Rights and Responsibilities Independence Martin Luther King, Jr. Types of Government U.S. Constitution Veterans' Day Memorial Day Fourth of July
<i>6-8 Advanced</i>	<ul style="list-style-type: none"> About Me Types of Communities Rights, Rules and Responsibilities Map Skills Famiy- Nuclear and Extended Feelings/ Emotions Multicultural Sensitivity and Awareness Citizenship Geography 	<ul style="list-style-type: none"> Weather Effects of the Seasons Geography Early Native Americans Columbus Day Thanksgiving Winter Holidays 	<ul style="list-style-type: none"> Rights and Responsibilities Independence Martin Luther King, Jr. Types of Government U.S. Constitution Veterans' Day Memorial Day Fourth of July

<p>9-12 <i>Beginner</i></p>	<ul style="list-style-type: none"> ● All About Me ● School ● Community ● Map Skills ● Family ● Feelings 	<ul style="list-style-type: none"> ● Weather ● Changing Seasons ● Landforms ● Native Americans ● Columbus Day ● Thanksgiving ● Winter Holidays 	<ul style="list-style-type: none"> ● Basic Civil Rights ● Independence ● Martin Luther King, Jr. ● Types of Government ● Veterans' Day ● Memorial Day ● Fourth of July
<p>9-12 <i>Intermediate</i></p>	<ul style="list-style-type: none"> ● All About Me ● School and Rules ● Places in the Community ● Map Skills ● Family- Nuclear and Extended ● Feelings/ Emotions ● Multicultural Sensitivity and Awareness ● Citizenship 	<ul style="list-style-type: none"> ● Weather ● Changing Seasons ● Landforms/ Biomes ● Native Americans/ Pilgrims ● Columbus Day ● Thanksgiving ● Winter Holidays 	<ul style="list-style-type: none"> ● Rights and Responsibilities ● Independence ● Martin Luther King, Jr. ● Types of Government ● U.S. Constitution ● Veterans' Day ● Memorial Day ● Fourth of July
<p>9-12 <i>Advanced</i></p>	<ul style="list-style-type: none"> ● About Me ● Types of Communities ● Rights, Rules and Responsibilities ● Map Skills ● Family- Nuclear and Extended ● Feelings/ Emotions ● Multicultural Sensitivity and Awareness ● Citizenship ● Geography 	<ul style="list-style-type: none"> ● Weather ● Effects of the Seasons ● Geography ● Early Native Americans ● Columbus Day ● Thanksgiving ● Winter Holidays 	<ul style="list-style-type: none"> ● Rights and Responsibilities ● Independence ● Martin Luther King, Jr. ● Types of Government ● U.S. Constitution ● Veterans' Day ● Memorial Day ● Fourth of July

Grades 6-12 Beginner, Intermediate and Advanced

Unit 1: The Immigrant Experience

Unit 2: It Takes a Village

Unit 3: Freedom and Justice for All

6-12 Beginner -Advanced: Unit 1 Overview

Content Area: English Language Arts / Social Studies (English Language Learners)

Unit Title: The Immigrant Experience

Unit Overview/Rationale: This unit will develop awareness of immigration and perspective in the student’s new country. By comparing and contrasting, as well as making connections, students will share their personal experiences orally and in writing. It will integrate the four domains of English Language Proficiency aligned to WIDA Standards, listening, speaking, reading and writings skills.

Essential Questions:

What vocabulary is needed to communicate basic needs in the new community?
How are the school and community different from home country to the United States?
What language do students need to demonstrate and comprehend the topic of immigration.
What does citizenship mean and look like to them?

Enduring Understandings:

Students will be able to (SWBAT):

- Orally and written express basic needs and wants in the target language
- Compare and contrast life in their new country to their native country
- Express and create their awareness of their new environment
- Utilize specific academic language in conversations and discussions
- Listening, Speaking, Reading and Writing about immigration within the United States

Strategies and Modifications:

[Link to strategies and modifications](#)

STANDARDS

WIDA STANDARDS: <i>Adopted from 2012 ELD Standards</i>	
English Language Development Standard 1	Social and Instructional Language: English language learners communicate for Social and Instructional purposes within the school setting.
English Language Development Standard 2	The Language of Language Arts: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
English Language Development Standard 3	The Language of Mathematics: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
English Language Development Standard 4	The Language of Science: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
English Language Development Standard 5	The Language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
ELA Common Core	
RI: Reading Standards for Informational Text	

Key Ideas and Details:

[CCSS.ELA-LITERACY.RL.6.1-12.1](#)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text...

[CCSS.ELA-LITERACY.RL.6.2-12.2](#)

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Craft and Structure:

[CCSS.ELA-LITERACY.RL.6.4-12.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.7-10.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

W: Writing Standards

Text Types and Purposes:

[CCSS.ELA-LITERACY.W.6.1-10.1](#)

Write arguments to support claims with clear reasons and relevant evidence.

[CCSS.ELA-LITERACY.W.6.1.A-10.1A](#)

Introduce claim(s) and organize the reasons and evidence clearly.

[CCSS.ELA-LITERACY.W.6.1.B-10.1B](#)

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

[CCSS.ELA-LITERACY.W.6.1.C-10.1C](#)

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

[CCSS.ELA-LITERACY.W.6.1.D-10.1D](#)

Establish and maintain a formal style.

[CCSS.ELA-LITERACY.W.6.1.E-10.1E](#)

Provide a concluding statement or section that follows from the argument presented.

SL: Speaking & Listening Standards

Comprehension and Collaboration:

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.6.1-10.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.6.1.A-10.1A](#)

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[CCSS.ELA-LITERACY.SL.6.1.B-10.1B](#)

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

[CCSS.ELA-LITERACY.SL.6.1.C-10.1C](#)

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

[CCSS.ELA-LITERACY.SL.6.1.D-10.1D](#)

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Social Studies Standards

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

Suggested Resources:

- Writing Journals (Picture Journals)
- “From There to Here: The Immigrant Experience”
- “Immigrant Kids”
- “At the Door”
- Short Stories by Gary Soto
- Flipped
- Frindle
- The School Story
- Sadlier Vocabulary for Success
- Steck Vaughn Vocabulary Connections
- Web resources related to specific topics
- Achieve 3000
- Brainpop.com Series
- Superteacherworksheets
- United Streaming
- Google Earth
- Technology websites and resources to support ACCESS 2.0
- Episode Excerpts from...Modern Family, Fresh Off the Boat

Assessment:

- Oral Participation & Class Discussion
- Teacher Observation
- Writing Samples
- ACCESS 2.0

6-12 Beginner -Advanced: Unit 2 Overview

Content Area: English Language Arts / Science/Social Studies (English Language Learners)

Unit Title: It Takes a Village

Unit Overview/Rationale: Our “It Takes a Village” will expose students to the language, traditions and history of American holidays and traditions. It will also explore and identify characteristics of Native American history and early explorers. It will explore the science of the environment of the United States. This unit will integrate the four domains of English Language Proficiency aligned to WIDA Standards, listening, speaking, reading and writings skills.

Essential Questions:

- How are holidays celebrated in the United States?
- How do they influence my life and the world around me?
- What language and vocabulary is used to describe these holidays?
- How did Native American history and early exploration shape our nation today.
- How did the environment affect the growth and development of our nation?
- How does weather affect our environment (eg biomes, global warming, natural disasters)?

Enduring Understandings:

Students will be able to (SWBAT):

- Describe how holidays are celebrated in the United States and how they are similar to and different from those of our student population
- Identify and utilize key vocabulary associated with holidays, cultural activities, Native American history, and the objects and people related to early exploration and discovery of the Americas
- Express and create awareness of the various holidays and cultural activities celebrated in the U.S. and other nations
- Utilize specific academic language in conversations and discussions

- Speak about Native American tribes (w/ irregular plurals), and the exploration and discovery of the Americas with proper nouns
- Read about the dwellings, artifacts, and occupations of Native Americans, as well as early explorers
- Write about life as a Native American in the past tense using regular and irregular verbs; write about an early explorer using proper nouns
- Study the dress, food, customs, and surroundings of the Pilgrims and Native Americans

Strategies and Modifications:

[Link to strategies and modifications](#)

STANDARDS

WIDA STANDARDS: Adopted from 2012 ELD Standards

English Language Development Standard 1

Social and Instructional Language: English language learners communicate for Social and Instructions purposes within the school setting.

English Language Development Standard 2

The Language of Language Arts: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

English Language Development Standard 3

The Language of Mathematics: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

English Language Development Standard 4

The Language of Science: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

English Language Development Standard 5	The Language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
ELA Common Core	
RI: Reading Standards for Informational Text	
Key Ideas and Details:	
<p>CCSS.ELA-LITERACY.RL.6.1-12.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text...</p> <p>CCSS.ELA-LITERACY.RL.6.2-12.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	
Craft and Structure:	
<p>CCSS.ELA-LITERACY.RL.6.4-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p>	
Integration of Knowledge and Ideas:	
<p>CCSS.ELA-LITERACY.RL.6.7-10.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p>	
W: Writing Standards	

Text Types and Purposes:

[CCSS.ELA-LITERACY.W.6.1-10.1](#)

Write arguments to support claims with clear reasons and relevant evidence.

[CCSS.ELA-LITERACY.W.6.1.A-10.1A](#)

Introduce claim(s) and organize the reasons and evidence clearly.

[CCSS.ELA-LITERACY.W.6.1.B-10.1B](#)

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

[CCSS.ELA-LITERACY.W.6.1.C-10.1C](#)

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

[CCSS.ELA-LITERACY.W.6.1.D-10.1D](#)

Establish and maintain a formal style.

[CCSS.ELA-LITERACY.W.6.1.E-10.1E](#)

Provide a concluding statement or section that follows from the argument presented.

SL: Speaking & Listening Standards

Comprehension and Collaboration:

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.6.1-10.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.6.1.A-10.1A](#)

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[CCSS.ELA-LITERACY.SL.6.1.B-10.1B](#)

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

[CCSS.ELA-LITERACY.SL.6.1.C-10.1C](#)

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

[CCSS.ELA-LITERACY.SL.6.1.D-10.1D](#)

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Social Studies Standards

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Science Standards

MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Science Standards

Scientific Knowledge

Suggested Resources:

- Weather Journals
- National Geographics Leveled Text
- Oxford Dictionaries
- Writing Journals (Landscape Picture Journals for Sequencing)
- Grammar & Vocabulary Workshop

Assessment:

- Oral Participation & Class Discussion
- Portfolio Assessments
- Teacher Observation
- Writing Samples
- ACCESS 2.0

- Steck Vaughn Vocabulary Connections
- Sadlier Vocabulary for Success
- Short Stories by Gary Soto
- Achieve 3000
- Web resources related to specific topics
- Brainpop.com Series
- United Streaming
- Superteacherworksheets
- The Legend of Sleepy Hollow
- Esperanza Rising
- Home Alone 1 and 2
- Excerpts from Episodes of Modern Family, Fresh Off the Boat
- Google Earth
- Technology websites and resources to support ACCESS 2.0

6-12 Beginner- Advanced: Unit 3 Overview

Content Area: English Language Arts / Social Studies (English Language Learners)

Unit Title: Freedom and Justice for All

Unit Overview/Rationale: The unit, Freedom and Justice for All, will allow students to recognize and evaluate the significant people and events that shaped our country and government. They will analyze the experiences of groups of people who have

Essential Questions:

- What are basic human rights and liberties?
- What is a citizen?
- What is democracy and the effect it has had in the world?
- What language do students need in order to

<p>made historical and cultural contributions to the United States. They will also analyze basic liberties and civil rights. This unit will integrate the four domains of English Language Proficiency aligned to WIDA Standards, listening, speaking, reading and writings skills.</p>	<p>demonstrate comprehension and engage in an examination of world conflict on society and human interaction? Why are rules important? Why should people be treated fairly?</p>
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<p>Enduring Understandings: Students will be able to (SWBAT):</p> <ul style="list-style-type: none"> ● Describe why rules are important ● Identify and express new vocabulary pertaining to topics ● Identify basic human rights and liberties ● Identify major events that have had an impact on our country ● Identify and discuss factors pertaining to cause and effect ● Express why it's important to be a good citizen ● Utilize specific academic language in conversations and discussions ● Listening, Speaking, Reading and Writing about people, places, and environments

<p>Strategies and Modifications: Link to strategies and modifications</p>
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STANDARDS

WIDA STANDARDS: *Adopted from 2012 ELD Standards*

<p>English Language Development Standard 1</p>	<p>Social and Instructional Language: English language learners communicate for Social and Instructions purposes within the school setting.</p>
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<p>English Language Development Standard 2</p>	<p>The Language of Language Arts: English language learners communicate information, ideas and concepts necessary for academic</p>
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	success in the content area of Language Arts.
English Language Development Standard 3	The Language of Mathematics: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
English Language Development Standard 4	The Language of Science: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
English Language Development Standard 5	The Language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
ELA Common Core	
RI: Reading Standards for Informational Text	
Key Ideas and Details:	
<p>CCSS.ELA-LITERACY.RL.6.1-12.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text...</p> <p>CCSS.ELA-LITERACY.RL.6.2-12.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	
Craft and Structure:	
CCSS.ELA-LITERACY.RL.6.4-12.4	

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.7-10.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

W: Writing Standards

Text Types and Purposes:

[CCSS.ELA-LITERACY.W.6.1-10.1](#)

Write arguments to support claims with clear reasons and relevant evidence.

[CCSS.ELA-LITERACY.W.6.1.A-10.1A](#)

Introduce claim(s) and organize the reasons and evidence clearly.

[CCSS.ELA-LITERACY.W.6.1.B-10.1B](#)

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

[CCSS.ELA-LITERACY.W.6.1.C-10.1C](#)

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

[CCSS.ELA-LITERACY.W.6.1.D-10.1D](#)

Establish and maintain a formal style.

[CCSS.ELA-LITERACY.W.6.1.E-10.1E](#)

Provide a concluding statement or section that follows from the argument presented.

SL: Speaking & Listening Standards

Comprehension and Collaboration:

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.6.1-10.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.6.1.A-10.1A](#)

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[CCSS.ELA-LITERACY.SL.6.1.B-10.1B](#)

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

[CCSS.ELA-LITERACY.SL.6.1.C-10.1C](#)

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

[CCSS.ELA-LITERACY.SL.6.1.D-10.1D](#)

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Social Studies Standards

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

Suggested Resources:

- National Geographic Leveled Text

Assessment:

- Oral Participation & Class Discussion

- Oxford Dictionaries
- Writing Journals (Picture Journals)
- Achieve 3000
- Primary Source- The United States Constitution
- I Have a Dream Speech
- Nothing But the Truth
- The Giver
- The Hunger Games
- The Wednesday Wars
- Night by Elie Wiesel
- Grammar & Vocabulary Workshop
- Steck Vaughn Phonics Books
- Steck Vaughn Vocabulary Connections
- Web resources related to specific topics
- Brainpop.com Series
- The Truman Show
- Schindlers List
- The Pianist
- You Tube- Civil Rights Videos
- United Streaming
- Technology websites and resources to support ACCESS 2.0

- Portfolio Assessments
- Teacher Observation
- Writing Samples
- ACCESS 2.0