



BRINGING SOCIAL STUDIES ALIVE IN THE ESL CLASSROOM

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Group Norms



Agenda

- ❑ Ice Breaker
- ❑ Unpacking the Standards
- ❑ Group Activities
- ❑ Reflection
- ❑ Wrap-up



Ice Breaker

Test Your Knowledge

- ❑ Find someone
- ❑ Tell your name/class/program you teach
- ❑ Use one card per conversation
- ❑ Ask the question on the card
- ❑ Move on to someone else

Getting to Know You



Unpacking the Standards

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness
Standards for English Language Arts and Literacy, and
Mathematical and Science Practices

October 2016



Noticings

How does the language
change as the standards
graduate?

Wonderings

What are you still
unsure about?

Reading Standards

ELP Standard 1

An ELL can... construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing

Level 1

By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to:

- identify a few key words and phrases in oral communications and simple spoken and written texts.

Level 2

By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to:

- identify the main topic in oral presentations and simple spoken and written texts
- retell a few key details.

Level 3

By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to:

- determine a central idea or theme in oral presentations and spoken and written texts
- retell key details
- answer questions about key details
- explain how the theme is developed by specific details in texts
- summarize part of a text.

Level 4

By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to:

- determine a central idea or theme in oral presentations and spoken and written texts
- analyze the development of the themes/ideas
- cite specific details and evidence from texts to support the analysis

Level 5

By the end of English language proficiency level 5, an ELL can... use a wide range of strategies to:

- determine central ideas or themes in oral presentations and spoken and written texts
- analyze the development of the themes/ ideas
- cite specific details and evidence from texts to support the analysis
- summarize a text.

Writing Standards

ELP Standard 4	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can... construct level appropriate oral and written claims and support them with reasoning and evidence.</p>	<p>By the end of English language proficiency level 1, an ELL can...</p> <ul style="list-style-type: none">• express an opinion about a familiar topic, experience or event.• give a reason for the opinion.	<p>By the end of English language proficiency level 2, an ELL can...</p> <ul style="list-style-type: none">• construct a claim about familiar topics, experiences, or events• introduce the topic, experience, or event• give a reason to support the claim• provide a concluding statement.	<p>By the end of English language proficiency level 3, an ELL can...</p> <ul style="list-style-type: none">• construct a claim about familiar topics• introduce the topic• provide sufficient reasons or facts to support the claim• provide a concluding statement.	<p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none">• construct a claim about a variety of topics• introduce the topic• provide logically ordered reasons or facts that effectively support the claim• provide a concluding statement.	<p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none">• construct a substantive claim about a variety of topics• introduce the claim• distinguish it from a counter-claim• provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim• provide a conclusion that summarizes the argument presented.

Speaking and Listening Standards

ELP Standard 2	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can... participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions</p>	<p>By the end of English language proficiency level 1, an ELL can...</p> <ul style="list-style-type: none"> actively listen to others participate in short conversations and written exchanges about familiar topics and in familiar contexts present simple information respond to simple yes/no questions and some wh questions. 	<p>By the end of English language proficiency level 2, an ELL can...</p> <ul style="list-style-type: none"> participate in short conversations and written exchanges about familiar topics and texts present information and ideas appropriately take turns in interactions with others respond to simple questions and wh-questions. 	<p>By the end of English language proficiency level 3, an ELL can...</p> <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed follow rules for discussion ask questions to gain information or clarify understanding. 	<p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues build on the ideas of others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. 	<p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues build on the ideas of others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed.

Democracy in the United States



The United States is a representative democracy. This means that our government is elected by citizens. Here, citizens vote for their government officials. These officials represent the citizens' ideas and concerns in government. Voting is one way to participate in our democracy. Citizens can also contact their officials when they want to support or change a law. Voting in an election and contacting our elected officials are two ways that Americans can participate in their democracy.

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Becoming a U.S. Citizen



The process required to become a citizen is called naturalization. To become a U.S. citizen, you must meet legal requirements. You must complete an interview with a USCIS officer. You must also pass an English and Civics test. Then, you take the Oath of Allegiance. This means that you promise loyalty to the United States. When you become a U.S. citizen, you also make these promises:

- ★ after you take the Oath you give up loyalty to other countries
- ★ defend the Constitution and laws of the United States
- ★ obey the laws of the United States
- ★ serve in the U.S. military (if needed)
- ★ do important work for the nation (if needed)

After you take the Oath of Allegiance, you are a U.S. citizen.

Dividing the Power of Government



Federal

State

Think

Facts

Think

Facts

Brain storm
Powers the
Federal
government
holds

Read the text
write the
powers they
hold

Brain storm
Powers the
State
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Rights and Responsibilities of U.S. Citizens



*The jury box in the Howard M. Metzgenbaum U.S. Courthouse, Cleveland, Ohio.
Courtesy of the Library of Congress, LC-DIG-highsm-10671.*

There are two important responsibilities that are only for U.S. citizens: to vote in federal elections and to serve on a jury. A jury is a group of citizens in a courtroom that listens to a trial. The jury decides the outcome of a trial. If a citizen gets a court letter to serve on a jury, the person must go. Another responsibility of citizens is voting. The law does not require citizens to vote, but voting is a very important part of any democracy. By voting, citizens are participating in the democratic process. Citizens vote for leaders to represent them and their ideas, and the leaders support the citizens' interests.

There are two special rights only for U.S. citizens: voting in federal elections and running for federal office. Many naturalized citizens

have been elected as U.S. Senators and U.S. Representatives. In order to run for the Senate, a candidate must have been a U.S. citizen for at least 9 years. To run for the House of Representatives, a candidate must have been a U.S. citizen for at least 7 years. To run for president of the United States, a candidate must be a natural born (not naturalized) citizen.



*U.S. Representative Dalip Singh Saund was born in India. He served in Congress from 1957 to 1962.
Courtesy of the Library of Congress, LC-USZ62-102603.*

Rights and Responsibilities of Citizens

Word-Picture



Canada/United States Activity



- ❑ Peruse the map for a few minutes
- ❑ What bodies of water surround the U.S.
- ❑ List 5 facts that can be gleaned from the map
- ❑ Chart your findings
- ❑ Discuss your findings with another group

5 States Map Activity



- ❑ Choose 5 states from the map
- ❑ Using iPad, research the 5 states you chose
- ❑ List at least one product each state is known for
- ❑ Pick 2 states in different geographic locations and list the seasons for each state
- ❑ Which state was the first capital of the US?.. Which state is the current capital?

American Key Wars of the 1900s Activity

Let's discuss the history of the United States in terms of its key wars during the 1900s

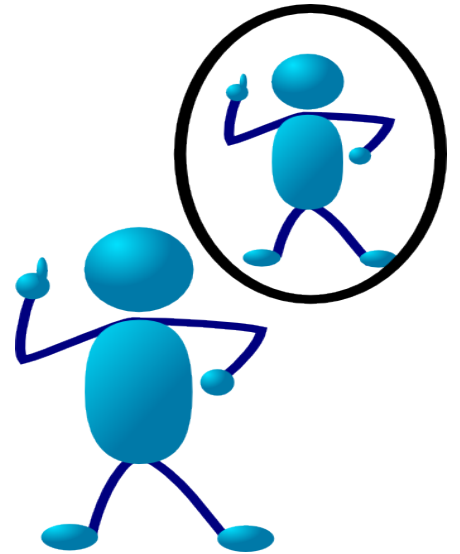


American Key Wars of the 1900s Activity Continued.....

- Using the pictures, discuss what each war is then place them in a timeline in accordance to the year they occurred
- Read the articles that relate to each war
 - Check your chart to determine if your timeline is accurate
 - Using post-it notes, jot down the evidence from the reading that confirms the order of your timeline
 - Place the evidence under the appropriate picture

Reflection

- Based on today's session:
 - What are some takeaways?
 - How does this look in your teaching practice?



Wrap-up

IN SUMMARY



- ❑ Lessons should be grounded in the Standards
- ❑ Make sure that students are engaged in texts that allow them to read, write, speak, and listen
- ❑ Scaffold activities that show graduation from simple to complex

Thank You!

