6th Grade ELL/Social Studies

2018-2019

Course Description

ELL 6 is a 6th grade class designed for qualifying students who speak or come from families that speak another language in addition to English. The focal point of this class is to help students grow in their language skills through the content of social studies. Students will be working on grade level social studies content with an emphasis on the four domains of language; listening, speaking, reading and writing. All students will be re-assessed in January via the ACCESS for ELLs 2.0 to determine course eligibility for the following year.

Sixth grade Social Studies curriculum includes the topics of Ancient China, Ancient Greece, Ancient Rome, the Middle Ages, Renaissance/Reformation which leads to a Changing Europe. Within these units, students will develop critical thinking, reading, and writing skills specific to the social studies content area.

Instructors:

Marisa Robinson
Classroom # 284
marisa.robinson@central301.net
 Phone: (847) 717-8100, (847) 717-8105

Course Materials Required:

- Composition Notebook
- 5-tab dividers
- 1" 3-ring binder
- 2 pocket folder (with 3 hole punch)
- Chromebook

Learning Activities

- Small/Large group Interaction
- Philosophical Chairs (Debates)
- Socratic Seminars (Student-led discussions)
- Writing skill activities: essays, letters, journal entries, etc.
- Reading maps and mapping
- Creative projects: individual and partner
- Reading assignments: Text Analysis, Image Analysis

6th Grade ELL/Social Studies

2018-2019

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING		• Follow one-step oral commands/instructions • Match social language to visual/graphic displays • Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) • Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	• Follow multi-step oral commands/instructions • Classify/sort content-related visuals per oral descriptions • Sequence visuals per oral directions • Identify information on charts or tables based on oral statements	• Categorize content-based examples from oral directions • Match main ideas of familiar text read aloud to visuals • Use learning strategies described orally • Identify everyday examples of content-based concepts described orally • Associate oral language with different time frames (e.g., past, present, future)	• Identify main ideas and details of oral discourse • Complete content-related tasks or assignments based on oral discourse • Apply learning strategies to new situations • Role play, dramatize, or re-enact scenarios from oral reading	• Use oral information to accomplish grade-level tasks • Evaluate intent of speech and act accordingly • Make inferences from grade-level text read aloud • Discriminate among multiple genres read orally
SPEAKING		• Answer yes/no and choice questions • Begin to use general and high frequency vocabulary • Repeat words, short phrases, memorized chunks • Answer select WH-questions (e.g., "who," "what," "when," "where" within context of lessons or personal experiences	• Convey content through high frequency words/phrases • State big/main ideas of classroom conversation • Describe situations from modeled sentences • Describe routines and everyday events • Express everyday needs and wants • Communicate in social situations • Make requests	• Begin to express time through multiple tenses • Retell/rephrase ideas from speech • Give brief oral content-based presentations • State opinions • Connect ideas in discourse using transitions (e.g., "but," "then") • Use different registers inside and outside of class • State big/main ideas with some supporting details • Ask for clarification (e.g., self-monitor)	• Paraphrase and summarize ideas presented orally • Defend a point of view • Explain outcomes • Explain and compare content-based concepts • Connect ideas with supporting details/evidence • Substantiate opinions with reasons and evidence	• Defend a point of view and give reasons • Use and explain metaphors and similes • Communicate with fluency in social and academic contexts • Negotiate meaning in group discussions • Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING		• Associate letters with sounds and objects • Match content–related objects/pictures to words • Identify common symbols, signs, and words • Recognize concepts of print • Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text • Use picture dictionaries/illustrated glossaries	• Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-readings) • Sort/group pre-taught words/phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries	• Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., "cell," "table") • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries	• Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., "dark as night") • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information)	• Differentiate and apply multiple meanings of words/phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre	Level 6 - Reaching
WRITING		• Draw content-related pictures • Produce high frequency words • Label pictures and graphs • Create vocabulary/concept cards • Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)	• Complete pattern sentences • Extend "sentence starters" with original ideas • Connect simple sentences • Complete graphic organizers/forms with personal information • Respond to yes/no, choice, and some WH- questions	• Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons	• Create multiple-paragraph essays • Justify ideas • Produce content-related reports • Use details/examples to support ideas • Use transition words to create cohesive passages • Compose intro/body/conclusion • Paraphrase or summarize text • Take notes (e.g., for research)	• Create expository text to explain graphs/charts • Produce research reports using multiple sources/citations • Begin using analogies • Critique literary essays or articles	

6th Grade ELL/Social Studies

2018-2019

Learning Outcomes

- Students will observe ancient civilizations through multi-media means in order to create connections between time periods.

- Students will analyze and evaluate the effectiveness of leaders from different civilizations in order to understand different methods of governing.

- Students will develop research skills that will require identifying information from academically accepted sources and acknowledge them through academically accepted formats.

- Students will organize information in order to illustrate and explain advancements and struggles within social classes.

- Students will determine how religions progressed throughout time and region in order to see how it played a significant role in the advancements of societies.

Course Outline

Unit	Topics
Ancient China	Geography Leadership Technology Economy Dynasties Feudalism Silk Road
Ancient Greece	Geography Settlement Deities Governments Athens/Sparta Persian Wars Leadership Golden Age Technology Economy Architecture
Ancient Rome	Geography Deities Settlement Daily Life Punic Wars XII Tables Leadership Emperors Technology Economy Religion Primary Source Analysis Fall of Rome Legacies Architecture Religious Persecution Government Structure
Middle Ages	Feudalism Leadership Architecture Economy Church influence Art

6th Grade ELL/Social Studies

2018-2019

	Magna Carta Crusades	Nation Building Religious Persecution	Black Death
Renaissance/ Reformation	Church Art Catholicism	Economy Science Martin Luther	Technology Humanism Protestantism
Monarchies	Most Effective Leader of the Year		

Major Course Assignments/Assessments

Ancient China
- *Major Writing Assignment: Emperor Qin effective or ineffective?*
- *Unit 1 China Assessment*

Ancient Greece
- *Ancient Greece Test*
- *Data Based Question*

Ancient Rome
- *Technology Based Project*
- *Rome Dark Ages Test*
- *Ancient Rome Quest*

Middle Ages
- *Data Based Question*
- *Medieval Test*

Renaissance/Reformation
- *Filming Project*

Monarchies
- *Monarchy Project*
- *Monarchy Quest*

Grading Procedures:

6th Grade ELL/Social Studies

2018-2019

- Grades are calculated based on total points from a combination of in class participation, classroom assignments, homework, projects, formative assessments and summative assessments.

Grading Scale:

Letter Grade	Range
A	100-90
B	89.99-80
C	79.99-70
D	69.99-60
F	59.99-below

Absences/Make-up Work:
Students who are absent from school will be allowed to make up work for equivalent academic credit. The time allowed to makeup work will generally be one school day for every school day missed, starting with the first day the student returns to school. In extenuating circumstances a student may ask his/her teacher for additional time to make up work. It is the responsibility of the student (and his/her parent/guardian), not the teachers, to get the assignments, complete them, and turn them in, and to arrange a time with the teacher to make up any missed quizzes or tests. Incomplete work or failure to do the work may result in a lowering of grades.

Procedure to follow to receive and submit makeup work:
1. Student will take makeup work from the Absent Work Bin/Folder.
2. After reviewing the information and assignments, students will go over any questions with their teacher and then complete the work.
3. All makeup work will then be submitted via the Late-Work Turn In bin or Canvas (depending on the instructions).

Technology Policy

6th Grade ELL/Social Studies

2018-2019

        The District's electronic networks, including the Internet, are part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. Use of all electronic devices allowed as part of the District's Bring Your Own Device ("BYOD") program and the District issued Chromebook must be consistent with District policies and procedures. Such electronic devices may be used during instructional time only for educational purposes as approved by the Administration or teacher. Personal devices may be used by students during non-instructional time, such as during passing periods, lunch, and before or after school.

Students may not place or receive phone calls during school day hours (6:20am to 2:46pm). Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, accessed via the District's electronic networks. The District's rules for behavior and communications apply when using the electronic networks. Refer to the Chromebook Handbook issued by the district.

Academic Integrity:
Students engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores may be subject to disciplinary consequences as outlined in the Student-Parent Handbook.

Resources:
Texts used in part for this course:

Bower, Bert, and Jim Lobdell. History Alive! Teachers' Curriculum Institute, 2005.

Jacobs, Heidi and Michael LeVasseur. History of Our World, Prentice Hall, 2004.

Length of unit and content of unit are subject to change per the discretion of the content teacher.