

7th Grade ELL/Social Studies



2018-2019

Course Description

ELL 7 is a 7th 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.

7th Grade Social Studies encompasses a study of early American history from the Exploration of the New World through the expansion of the nation prior to the Civil War. With a focus on the gaining of American Independence and development of the Constitution, 7th graders will explore their nation and enhance their understanding of our government.

Instructor:

Marisa Robinson

Room #284

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Course Materials Required:

- Organizational system for handouts (example: folder, binder, etc.)
- Notecards
- Chromebook
- Pen and Pencil

Learning Activities

- Maps
- Debates
- Projects: group, partner, individual
- Written responses: essays, letters, journals entries, etc.
- Small/large group interactions
- Reading assignments

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| | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | |
|------------------|---|---|---|--|---|---------------------------|
| LISTENING | <ul style="list-style-type: none"> 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.") | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | Level 6 - Reaching |
| SPEAKING | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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) | |

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|----------------|---|---|--|--|--|---------------------------|
| READING | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> Create expository text to explain graphs/charts Produce research reports using multiple sources/citations Begin using analogies Critique literary essays or articles | |

Learning Outcomes

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- Students will be able to...
 - Determine the outcome of cultures interacting.
 - Analyze how geography affects the lifestyles and economies of a civilization.
 - Explain the events and ideals that led to America fighting for and gaining our independence.
 - Explore the principles and regulations set forth by our U.S. and Illinois Constitutions.
 - Examine the development of our first administrations under the new constitution.
 - Outline America's expansion and its consequences on the world.
 - Discuss the impact of early American history on our country today.

Course Outline

| Unit | Topics |
|----------------------------------|---|
| Explorers | <ul style="list-style-type: none">● New Technologies● Purpose of Exploring the New World● Columbian Exchange● Other outcomes of Exploration |
| Colonies | <ul style="list-style-type: none">● Formation of the 13 original British colonies● Geography of and life in the colonies● Roanoke, Jamestown, Plymouth● Salem Witch Trials |
| Revolutionary War | <ul style="list-style-type: none">● French and Indian War● Various pieces of British legislation● Violent and nonviolent protests● Declaring independence● Major battles of the Revolutionary War |
| Constitution (U.S. and Illinois) | <ul style="list-style-type: none">● Constitutional Convention● Three branches of government● Bill of Rights● Amendments 11-27● Implications of our Constitution in current events● Illinois Constitution |
| Washington's Administration | <ul style="list-style-type: none">● Formation of political parties● Political philosophies of Alexander Hamilton and Thomas Jefferson● Precedents set by George Washington as first president |

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|-----------------------------|--|
| | <ul style="list-style-type: none">● Whiskey Rebellion● American response to French Revolution |
| Early Foreign Policy Issues | <ul style="list-style-type: none">● British and French piracy● Piracy in the Mediterranean Sea● War of 1812● National Anthem● Monroe Doctrine |
| Jacksonian Era | <ul style="list-style-type: none">● Elections of 1824 and 1828● Rise of the Common Man● Spoils System● Nullification Crisis● Jackson's Indian Policies |
| Westward Expansion | <ul style="list-style-type: none">● Manifest Destiny● Louisiana Territory● Florida● Oregon Territory● Texas War for Independence and American annexation of Texas● Mexican/American War |

Major Course Assignments/Assessments

- Each historical unit has a summative assessment as well as mini-projects and projects (as listed above).
- When applicable, students will participate in other activities such as simulations, mock trials, debates, etc.

Grading Procedures:

- 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:

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| 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 make up 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

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.

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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:

Online textbook through Canvas

Various other textbook readings (provided)

Primary Source reading material (provided)

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