

**Abington School District  
English as a Second Language Department  
Planned Course of Study  
ESL Social Studies 2,3,4  
Course #0266**

**Abington School District  
970 Highland Avenue  
Abington, PA 19001  
August 2013**

**I. OBJECTIVES:****YEAR ONE: CIVICS AND GOVERNMENT****PENNSYLVANIA ENGLISH LANGUAGE PROFICIENCY STANDARDS**

<b>ACADEMIC STANDARDS</b>	<b>GOAL/OBJECTIVE</b>
STANDARD 1:	English language learners communicate in English for SOCIAL and INSTRUCTIONAL purposes within the school setting.
STANDARD 5:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

**COMMON CORE STANDARDS for SOCIAL STUDIES**

<b>CIVICS AND GOVERNMENT</b>		<b>Goal/Objective</b>
<b>PRINCIPLES AND DOCUMENTS OF GOVERNMENT</b>	5.1.12.A	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
	5.1.12.B	Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
	5.1.12.C	Evaluate the application of the principles and ideals in contemporary civic life.
	5.1.12.D	Evaluate state and federal powers based on significant documents and other critical sources.
	5.1.12.E	Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
	5.1.12.F	Evaluate the role of nationalism in uniting and dividing citizens.
<b>RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP</b>	5.2.12.A	Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
	5.2.12.B	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
	5.2.12.C	Evaluate political leadership and public service in a republican form of government.
	5.2.12.D	Evaluate and demonstrate what makes competent and responsible citizens.
<b>HOW GOVERNMENT WORKS</b>	5.3.12.A	Analyze the changes in power and authority among the three branches of government over time.
	5.3.12.B	Compare and contrast policy-making in various contemporary world governments.
	5.3.12.C	Evaluate how government agencies create, amend, and enforce regulations.
	5.3.12.D	Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
	5.3.12.E	Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.
	5.3.12.F	Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
	5.3.12.G	Evaluate the impact of interest groups in developing public policy.
	5.3.12.H	Evaluate the role of mass media in setting public agenda and influencing political life.
	5.3.12.I	Evaluate tax policies of various states and countries.

	5.3.12.J	Evaluate critical issues in various contemporary governments.
<b>HOW INTERNATIONAL RELATIONSHIPS FUNCTION</b>	5.4.12.A	Examine foreign policy perspectives, including realism, idealism, and liberalism.
	5.4.12.B	Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
	5.4.12.C	Evaluate the effectiveness of international organizations, both governmental and non-governmental.
	5.4.12.D	Evaluate the role of mass media in world politics.
	5.4.12.E	Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.

## **YEAR TWO: AMERICAN HISTORY**

### **PENNSYLVANIA ENGLISH LANGUAGE PROFICIENCY STANDARDS**

<b>ACADEMIC STANDARDS</b>	<b>GOAL/OBJECTIVE</b>
STANDARD 1:	English language learners communicate in English for SOCIAL and INSTRUCTIONAL purposes within the school setting.
STANDARD 5:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

### **COMMON CORE STANDARDS for SOCIAL STUDIES**

<b>COMMON CORE STANDARDS FOR HISTORY</b>		<b>GOAL/OBJECTIVE</b>
<b>HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT</b>	8.1.12.A	Evaluate patterns of continuity and rates of change over time, applying context of events.
	8.1.12.B	Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
	8.1.12.C	Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
<b>UNITED STATES HISTORY</b>	8.3.12.A	Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
	8.3.12.B	Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.
	8.3.12.C	Evaluate how continuity and change in U.S. history are interrelated with the world.
	8.3.12.D	Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.

## **II. MAJOR CONCEPTS:**

### **YEAR ONE: CIVICS AND GOVERNMENT**

### **YEAR TWO: AMERICAN HISTORY**

### III. INSTRUCTION:

- A. Course Schedule:
  - a. Length of course: 1 year
  - b. 10 Credits
- B. Pacing:

Year One- Civics and Government	
First Semester	Second Semester
Year Two- American History	
First Semester	Second Semester

- C. Methods- Instruction in English will focus on:
  - 1. Building background
  - 2. Making input comprehensible
  - 3. Including a variety of instructional strategies
  - 4. Encouraging interaction
  - 5. Practicing and applying information
- D. Technology:

The Promethean board/tools, ASHS software applications and library instructional media are used to support daily instruction.
- E. Resources:
  - 1. Grade level materials will be adapted to provide access to the content by:
    - a. Modifying the discourse level/ linguistic complexity:
    - b. Modifying the sentence level/ language forms and conventions:
    - c. Modifying the word/phrase level/ vocabulary usage:

### IV.ASSESSMENT:

- A. Procedures for Evaluation:
  - a. Formative Assessment- will be administered in a variety of formats including but not limited to:

- i. Speaking
    - ii. Reading
    - iii. Listening
    - iv. Writing
    - v. Quizzes
    - vi. Projects
    - vii. Home work
    - viii. Class work
    - ix. Participation
  - b. Summative Assessment-
    - i. An assessment will be administered at the end of each unit.
    - ii. An assessment will be administered for the mid-term and final exam grades.
  - c. Accommodations- are aligned with those permitted for the PSSA/Keystones and included in IEPs will be provided for Special Education students who are enrolled in this course.
- B. EXPECTED LEVELS OF ACHIEVEMENT:**
- a. GRADING: Grades are weighted according to the following:
    - i. 70% Tests, Quizzes, Projects- all assessments related to proficiency and content knowledge
    - ii. 30% Graded Assignments- all coursework related to practice-class work, homework, participation, etc.