ESOL Directors’ Munch & Learn 2021-2022 Series

Making Language Visible for English Learners in Social Studies

Best Practices for School & District Leaders!
October 13, 2021
Today’s Presenters

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Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Today’s Menu:

Appetizer
• Access to core curriculum: The language of social studies

Main Course
1. Social studies as ESOL
2. How can content teachers make language visible?
3. How can ESOL teachers make language visible?

Dessert
• Resources for teachers
ESOL Language Program – LEAs’ Legal Obligations

Title VI of the Civil Rights Act of 1964 and EEOA

1. Monitor and evaluate EL students’ progress in English and academic grade-level knowledge;
2. Exit them when they are proficient in English; and
3. Monitor exited students to ensure they were not prematurely exited.

Evaluate the effectiveness of the LEA’s ESOL Program to ensure EL students acquire English and that the program is reasonably calculated to allow ELs to attain parity of participation in the standard instructional program with a reasonable time period.

Identify and screen all potential EL students in a timely, valid, and reliable manner.

Provide EL students with an educationally sound and successful ESOL Program.

Provide prepared and trained ESOL teachers and staff.

Ensure English learners have equal opportunities to participate meaningfully in curricular and extra-curricular activities.

Avoid unnecessary segregation of EL students (i.e., Sheltered & Pull-out Models).

Ensure meaningful communication with EL parents.

ACCESS to Core Curriculum: Social Studies

DOJ/OCR January 2015 Dear Colleague Letter: English Learner Students and Limited English Proficiency Parents
Making Language Visible using Social Studies Courses for ESOL

Teaching the academic English associated with Georgia’s Standards of Excellence for Science, K-12
Social Studies Standards & Courses
https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies.aspx

Georgia Standards of Excellence

State funded courses starting with 45.xxxxx

K-5
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5

9-12

Individual Course Resources
- American Government/Civics
- Economics
- Introduction to U.S. Intelligence and National Security Studies
- Personal Financial Literacy
- Psychology
- Sociology
- United States History
- World Geography
- World History
- Additional Elective Courses

6-8
- Grade 6
- Grade 7
- Grade 8
What ESOL delivery models could we use to develop academic English in social studies?

<table>
<thead>
<tr>
<th></th>
<th>Push-In to Social Studies (Collaborative)</th>
<th>Sheltered Social Studies (and at a Newcomer Program)</th>
<th>Scheduled ESOL with Social Studies Focus (and at a Newcomer Program)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number</strong></td>
<td>45.xxxxxxx</td>
<td>45.xxxxxxx</td>
<td>55.xxxxxxx (Elective)</td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
<td>Social Studies &amp; ESOL teacher</td>
<td>Only ESOL endorsed content teacher</td>
<td>Only ESOL teacher</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>Both ELs and Non-ELs</td>
<td>Only ELs</td>
<td>Only ELs</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td>GSE Social Studies &amp; WIDA ELDS Social Studies</td>
<td>GSE Social Studies &amp; WIDA ELDS Social Studies</td>
<td>GSE Social Studies &amp; WIDA ELDS Social Studies</td>
</tr>
<tr>
<td><strong>Common Reporting Errors</strong></td>
<td>Reported as a 55.XXX course or without the additional teacher</td>
<td>Reported as a 55.XX courses</td>
<td>Reported as a 45.xxxx course</td>
</tr>
</tbody>
</table>
### Number of English Learners Scheduled in Social Studies as ESOL, October 2020

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>ELs Scheduled in Social Studies/ESOL</th>
<th>Total Number of ELs</th>
<th>Share of ELs in Social Studies/ESOL</th>
<th>Share of ELs in Science/ESOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>K – 5 Elementary</td>
<td>13,109</td>
<td>82,916</td>
<td>16%</td>
<td>11%</td>
</tr>
<tr>
<td>6-8 Middle School</td>
<td>3,434</td>
<td>23,131</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>9-12 High School</td>
<td>8,056</td>
<td>19,916</td>
<td>40%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24,599</strong></td>
<td><strong>125,963</strong></td>
<td><strong>20%</strong></td>
<td><strong>17%</strong></td>
</tr>
</tbody>
</table>
Number of ELs Scheduled in K-5 Social Studies by ESOL Delivery Model, October 2020

- Scheduled Language Acquisition: 12
- Sheltered Social Studies: 172
- Newcomer Scheduled Language Acquisition: 77
- Dual Language Immersion: 274
- Pull-out: 1017
- Push-In / Collaborative: 4777
- Innovative: 6877
- Total ELs: 13109
Number of ELs Scheduled in Middle School (6-8) Social Studies Courses by ESOL Delivery Model, October 2020

Social Studies 6-8 as ESOL

- Scheduled Language Acquisition: 9
- Newcomer Scheduled Language Acquisition: 30
- Pull-out: 37
- Newcomer Sheltered Social Studies: 75
- Sheltered Social Studies: 529
- Push-In / Collaborative: 814
- Innovative: 1938
- Total ELs: 3434

Academic Block Enrichment
Connections Enrichment
## High School (9-12) Social Studies / ESOL Courses with English Learners, October 2020

<table>
<thead>
<tr>
<th>Social Studies / ESOL Course</th>
<th>Total ELs &amp; Share of ELs</th>
<th>Innovative</th>
<th>Sheltered Social Studies</th>
<th>Push-In / Collaborative</th>
<th>Newcomer Sheltered Social Studies</th>
<th>Scheduled Language Acquisition</th>
<th>Newcomer Scheduled Language Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History</td>
<td>2945 – 37%</td>
<td>1754</td>
<td>855</td>
<td>319</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td>2619 – 33%</td>
<td>1380</td>
<td>802</td>
<td>423</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Government/Civics</td>
<td>1032 – 13%</td>
<td>310</td>
<td>499</td>
<td>221</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Geography</td>
<td>757 – 9%</td>
<td>470</td>
<td>262</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills in Social Studies</td>
<td>633 – 7%</td>
<td>517</td>
<td>5</td>
<td>34</td>
<td>60</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Current Issues</td>
<td>66 – &lt;1%</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AP US History = 1; Constitutional Theory = 1
ESOL Social Studies Courses, Grades 9-12

Communication Skills in Social Studies (55.02130)

• **Standards:** WIDA English Language Development Standards for Social Studies, Grade Cluster 9-12 and Georgia Standards of Excellence for Social Studies, Grades 9-12

• **Description:** Prepare English learners (ELs) for high school social studies courses by introducing them to the listening, speaking, reading, writing, and viewing skills necessary to understand disciplinary language of the connecting themes and enduring understandings associated with the GSE for Social Studies, 9-12. The course is individualized based on ELs’ prior learning and experiences in science.

  • **Purpose:** Teach ELs how to *inform, explain* and *argue* in English while learning to understand and communicate connecting themes and enduring understandings in social studies.

  • **Focus:** WIDA’s Key Language Uses (narrate, inform, explain, and argue) for communicating social studies themes, Language Expectations for interpreting and expressing enduring understandings, and Language Features as resources to carry out Language Functions in the context of social studies.

• **Suggested ELP Levels:** WIDA Overall Composite Proficiency Level (CPL) 1-2

• **Credit:** Elective

• **Effective Date:** 3/5/2008 - **Updated:** 7/1/2021
ESOL Social Studies Courses, Grades 9-12

Reading and Writing in Social Studies (55.02610)

• **Standards:** WIDA English Language Development Standards for Social Studies, Grade Cluster 9-12 and Georgia Standards of Excellence for Social Studies, Grades 9-12

• **Description:** Supports high school social studies courses by teaching disciplinary literacy to English learners (ELs) the reading, writing, and information processing standards outlined in each course associated with the GSE for Social Studies, 9-12
  - **Purpose** – Teach ELs how to inform, explain, and argue in English while using disciplinary literacy to interpret social studies sources.
  - **Focus:** Strategies for reading social studies sources for comprehension in order to inform, explain, and argue in writing.

• **Suggested ELP Levels:** WIDA Overall Composite Proficiency Level (CPL) 2-3

• **Credit:** Elective

• **Effective Date:** 3/5/2008 - **Updated:** 7/1/2021
Social Studies Instruction that Makes English Visible

Teaching English learners how to engage students in the disciplinary literacies of social studies.

GADOE Social Studies Team
Establish the connection between the course and the work
Skill Standards

Map and Globe Skills

GOAL: The student will use maps to retrieve standard information.
I. Requests where the teacher must develop that skill using the appropriate content
J. Requests in which a student should demonstrate the ability to use the skill in all situations
K. Indicates grade level where the student will continue to apply and improve mastered skills
L. Indicates grade level where the student should achieve mastery, the ability to use the skill in all situations
M. Indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills

GOAL: The student will be able to analyze, and synthesize information related to standard studies topics and apply this information to solve problems in a variety of settings
A. Indicates skill level where the teacher must develop that skill using the appropriate content
B. Indicates skill level where students should achieve mastery, the ability to use the skill in all situations
C. Indicates skill levels where students will continue to apply and improve mastered skills

Reading Standards for Literacy in History/Social Studies (RIHS) Grade 9-10

Key Ideas and Details

- LS-RIHS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- LS-RIHS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- LS-RIHS3: Analyze in detail a series of events described in a text, determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

- LS-RIHS4: Determine the meaning of words and phrases as they are used in a text, including part of speech or other grammatical functions.
- LS-RIHS5: Analyze how an author uses point of view or narrative voice to supply meaning, and then analyze how the author's choices shape how a story or drama unfolds.

Integration of Knowledge and Skills

- LS-RIHS6: Integrate quantitative or visual information (e.g., charts, graphs) into opinions or understanding of a text.
- LS-RIHS7: Assess the extent to which the text was written using technical or academic language.
- LS-RIHS8: Contrast and compare texts.

Range of Reading and Level of Complexity

- LS-RIHS9: By the end of grade 10, read independently at a complexity level appropriate for college and career success.

Range of Writing

- LS-RIHS10: Write extended expository text that engages the reader and demonstrates knowledge of the subject.
- LS-RIHS11: Write arguments that analyze and evaluate multiple points of view and are supported by facts and evidence.

Range of Speaking and Listening

- LS-RIHS12: Construct and defend a position on a controversial issue with research and evidence.
- LS-RIHS13: Use oral and written forms of communication to convey information and ideas effectively.
<table>
<thead>
<tr>
<th>Connecting theme/EU</th>
<th>Connecting theme/EU description</th>
<th>Kid-friendly version of Connecting theme/EU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beliefs and Ideals</td>
<td>The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</td>
<td>People’s ideas and feelings influence their decisions.</td>
</tr>
<tr>
<td>Conflict and Change</td>
<td>The student will understand that when there is conflict between or within societies, change is the result.</td>
<td>Conflict causes change.</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.</td>
<td>Societies solve conflict in different ways.</td>
</tr>
<tr>
<td>Culture</td>
<td>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</td>
<td>Culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special.</td>
</tr>
<tr>
<td>Distribution of Power</td>
<td>The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</td>
<td>Laws and people’s beliefs help decide who gets to make choices in government.</td>
</tr>
<tr>
<td>Gain from Trade</td>
<td>The student will understand that parties trade voluntarily when they expect to gain.</td>
<td>People and countries can be better off with trade.</td>
</tr>
<tr>
<td>Governance</td>
<td>The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.</td>
<td>Countries that get more complicated have more complicated governments too.</td>
</tr>
<tr>
<td>Human Environmental Interaction</td>
<td>The student will understand that humans, their society, and the environment affect each other.</td>
<td>People interact with one another and where they live.</td>
</tr>
<tr>
<td>Individuals, Groups, Institutions</td>
<td>The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</td>
<td>What people, groups, and institutions do either help or harm others whether they mean to or not.</td>
</tr>
<tr>
<td>Incentives</td>
<td>The student will understand that parties respond predictably to positive and negative incentives.</td>
<td>We can predict how people might behave.</td>
</tr>
<tr>
<td>Interdependency</td>
<td>The student will understand that because of interdependency, a decision made by one party has intended and unintended consequences on other parties.</td>
<td>Each person’s decisions affect others.</td>
</tr>
<tr>
<td>Location</td>
<td>The student will understand that location affects a society’s economy, culture, and development.</td>
<td>Where people live matters.</td>
</tr>
<tr>
<td>Movement/Migration</td>
<td>The student will understand that the movement or migration of people and ideas affects all societies involved.</td>
<td>Moving to new places changes the culture of the new place, as well as the old.</td>
</tr>
<tr>
<td>Production, Distribution, Consumption</td>
<td>The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</td>
<td>The ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.</td>
</tr>
<tr>
<td>Rule of Law</td>
<td>The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.</td>
<td>Laws are made to keep people safe and explain what the government can and cannot do.</td>
</tr>
<tr>
<td>Scarcity</td>
<td>The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.</td>
<td>Because people cannot have everything they want, they have to make choices.</td>
</tr>
<tr>
<td>Technological Innovation</td>
<td>The student will understand that technological innovations have consequences, both intended and unintended, for a society.</td>
<td>New technology has many types of different consequences, depending on how people use that technology.</td>
</tr>
<tr>
<td>Time, Change, Continuity</td>
<td>The student will understand that while change occurs over time, there is continuity to the basic structure of a society.</td>
<td>Some things will change over time, while other things will stay the same.</td>
</tr>
</tbody>
</table>
In Practice

- What would a historian notice?
- What would a geographer notice?
- What would an economist notice?
- What would a political scientist notice?
- How does this show love for our country?
- How is this similar/different to life today?
# Grades K-5 Resources

## Content Board

There are content boards for each of the historical figures in Unit 3. The documents below could be used in a variety of ways. Visual images are important for students who are not yet proficient readers. Visual images also provide a great connection to content.

For the documents to be purposeful, it is very important for students to be familiar with the images in the documents. You may need to change the images to best match the needs of your students.

**NOTE:** Students are not meant to recognize the historical figures by their image. The standard requires students to describe the life of historical figures in American history, how the figures were influenced by their time and place, and how they displayed positive character traits. The images are provided for visual support and to prompt thinking.

- Use the content board for intentional reviews.
- Use the content board to make connections. For example: What connection do Lewis and Clark have to Thomas Jefferson? What connection does Thomas Jefferson have to libraries?
- Choose two images. Can you make a connection? How do they fit together?
- Use the content board as a study guide.
- Use the content board as a resource to answer questions, to organize thinking, or to help complete the graphic organizers in the unit.
- Choose an image from the board. Write a fact that you learned using the image.
- Cut the content board into pieces to use as a game. Flip two cards over. Tell something you have learned. How do the two cards connect?
- Give clues and have the student(s) find the picture that matches. For example, Thomas Jefferson brought this food back to America. Thomas Jefferson helped to write this important document. When students are ready, they could give clues and have their peers find the image.
- Use the board as a review game. Have students shake a pom pom in their hands and drop it on the review board. Tell a fact that matches the image the pom pom lands on. Write the fact in your interactive notebook.
Grades 6-8 Resources

**Instructional Design**

*This lesson has a flexible timeline and will cross over several days.

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.

A great book to read at the beginning of teaching about Africa is *A Long Walk to Water*. It is recommended to start it now while teaching parts 1 and 2, or start it at part 3. For the unplugged learner provide a copy of the book from the school library.

**Part 1:** “Give me Five!” Students will view the images found in the presentation on the slide “Give me 5”. They will write down one-word emotions that they have when analyzing the images. Students will also discuss songs, poems, and other current events that come to mind when viewing the images. The students will share their feelings about the images in class. Photos taken from: https://unsplash.com/s/photos/africa

*Unplugged variation* – Provide a printout of the presentation. Students should follow the instructions in the presentation.

**Part 2:** Once the opening activity has been completed, students will begin working through the presentation labeling the map of Africa. If you provide students with a digital copy of the map, they could find and place images from the areas selected and explain why they chose the specific image to represent the location. There is a map on each slide that helps guide the students when labeling their maps. They will label the following physical features: Sahara, Sahel, savanna, tropical rainforest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert. Once they have completed their map on physical features, there is a quiz to help “test” their understanding of the location of the physical features. Students will move onto the second section of labeling the map, by labeling the political features of Africa. Students will label the following countries: Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan. Once the map is completed, students will complete the quick quiz over the countries.

Encouraged to take notes over the physical and political features in their journal. This could be done in Cornell style or as annotated notes similar to unplugged instructions. Students could also annotate key physical or political features slides the teacher feels is important for the next section. For example, the Nile river, Kenya, Congo River, Niger River, are just a few the teacher may want to spotlight.

**Part 3:** Once students know the location of physical and political features, the teacher will provide a copy of the environmental issue of water graphic organizer and instruct students to take notes while reading the information.

Here are some videos that will help students understand the water issue. You do not have to show the entire video and feel free to pause the video while presenting the information.

If you have not started reading *A Long Walk to Water*, it is recommended that you start it now. The teacher could read it aloud to the students, use audiobooks if available, or have the students read it at their own pace.

**Story of Sabina** (This video is about 14 minutes long.)

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*A Long Walk to Water* Preview

*“I Kept Walking”* TED talk by Salva Dut - Lost boy of Sudan focus of *A Long Walk to Water* (CC and transcript available; preview first)

Students should complete the questions and activities at the end of learning.
Grades 9-12 Resources

**Student Learning Supports**

Idea for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

- Consider allowing students to record their thoughts in a variety of ways: using the talk to text/dictate feature, making an audio recording of their responses, creating illustrations, annotating maps, etc.
- Consider reading research materials to students or copying materials into a Word document to allow that students may use the “read aloud” feature.
- All of the videos on TED and YouTube have a CC feature for students that may need the text and two of the TED videos have printable transcripts in over 30 languages.
Making Language Visible in Social Studies

Integrating Word Work
Juicy Sentences
Dr. Alisa Leckie,
GA Southern University

Offering a holistic education to each and every child in our state.
Integrating Word Work

- The amount of social studies vocabulary by grade increased by grade level more than any other content area (Dwyer, 2007)

- In social studies, many terms are culturally based (colony, snow)

- Many terms are abstract and hard to convey with a visual (democracy, capitalism, economy)
Word Work Possibilities

- Frayer Model for abstract terms –
  - characteristics,
  - definition,
  - examples,
  - non-examples
- Picture-vocabulary word walls
- Anchor charts
- Labeled visuals
<table>
<thead>
<tr>
<th>Classification</th>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>various</td>
<td>because</td>
<td>finally</td>
</tr>
<tr>
<td>several</td>
<td>due to</td>
<td>as a result</td>
</tr>
<tr>
<td>numerous</td>
<td>on account of</td>
<td>thus</td>
</tr>
<tr>
<td>another</td>
<td>because</td>
<td>therefore</td>
</tr>
<tr>
<td>still others</td>
<td>reason</td>
<td>outcome</td>
</tr>
<tr>
<td>furthermore</td>
<td>leads to</td>
<td>consequently</td>
</tr>
<tr>
<td>first, second, third, etc.</td>
<td>as</td>
<td>for this reason</td>
</tr>
<tr>
<td>1, 2, 3, etc.</td>
<td>for the reason that</td>
<td>hence</td>
</tr>
<tr>
<td>also</td>
<td>given that</td>
<td>in order to</td>
</tr>
<tr>
<td>one</td>
<td></td>
<td>so</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Comparison</th>
<th>Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>meanwhile</td>
<td>similarly</td>
<td>notwithstanding</td>
</tr>
<tr>
<td>initially</td>
<td>both</td>
<td>in spite of</td>
</tr>
<tr>
<td>previously</td>
<td>all</td>
<td>conversely</td>
</tr>
<tr>
<td>next</td>
<td>by the same token</td>
<td>even though</td>
</tr>
<tr>
<td>immediately</td>
<td>likewise</td>
<td>nevertheless</td>
</tr>
<tr>
<td>presently</td>
<td>as well as</td>
<td>on the contrary</td>
</tr>
<tr>
<td>formerly</td>
<td>in comparison</td>
<td>instead</td>
</tr>
<tr>
<td>later</td>
<td>as</td>
<td>despite</td>
</tr>
<tr>
<td>after</td>
<td>correspondingly</td>
<td>regardless</td>
</tr>
<tr>
<td>first, second, third, etc.</td>
<td>equally</td>
<td>whereas</td>
</tr>
<tr>
<td>ultimately</td>
<td>in the same way</td>
<td>although</td>
</tr>
<tr>
<td>finally</td>
<td></td>
<td>unlike</td>
</tr>
<tr>
<td></td>
<td></td>
<td>however</td>
</tr>
</tbody>
</table>
Juicy Sentences

Handout posted on ESOL Directors’ Munch & Learn Webpage

• Developed by Lily Wong-Fillmore
• Close examination of a single sentence or brief passage
• Fosters comprehension of content concepts and historical context
• Enhances students' abilities to identify and comprehend complex sentence structures
An Example

Runaway horses, stampeded cattle, prairie fires, blizzards, heat, sunstroke, Indians, lice, snakes and the pure loneliness of the open plains—all of these and more faced the western pioneers of the 1800’s. Certainly there were those who gave up, moving back to the security of the East, but many more stayed and helped build and shape the West one sod shack at a time, one small farm at a time and eventually one town at a time. They traveled forth on horseback, in Conestoga wagons . . . some even walked. For them it wasn’t a question of how long it would take, only that it had to be done. And they did it. (American Westward Expansion 2006, para. 9)
Adding a Visual
Resources

- **Planning Meaningful Instruction for ELLs, Chapter 11**
  - Open-source text –
  - Challenges and possibilities for language instruction in social studies for English learners
Making Language Visible using WIDA ELDS Framework

Resources

Collaborating with content teachers to teach the disciplinary literacies of social studies.
Rolling out the WIDA ELD Standards Framework, 2020 Edition

**Year 1**
- 2020-2021
- Becoming familiar with the ELD Standards Framework, 2020 Edition

**Year 2**
- 2021-2022
- Initial implementation of standards framework
- LEA’s Roll-out plan

**Year 3**
- 2022-2023
- Expanding implementation and refining practice
Self-paced eWorkshop, resources, and a *Study Guide for Professional Learning Communities (PLC)*s.
# Language Expectations

<table>
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<tr>
<td>Stem: Indicate interpretive or expressive mode</td>
<td>Common patterns of language use associated with Key Language Uses (e.g., stages of the genre)</td>
<td>Sample language resources that carry out specific Language Functions (e.g., different types of sentences, clauses, phrases, and words)</td>
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</table>
| Construct language arts narratives that:             | Develop story with time and event sequences, complication, resolution, or ending through... | - Saying verbs (yelled, said, whispered) to add details about characters in dialogs
- Verbs to describe what characters do, think, and feel
- Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text (Miguel=my little brother=he; that night=the worst night)
- Connectors to sequence time (first, next, and then), and events (before, after, later), and to combine and link event details (and, but, so) |
GSE for Social Studies

SS1H1 Read about and describe the life of historical figures in American history.

a. Identify the contributions made by historical figures

b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.).

WIDA Language Expectation:
Functions and Features

ELD-SS.1.Inform.Expressive

Lang. Expectation: Construct informational texts in social studies (lives and contributions of historical figures) that

Lang. Function: Provide details about disciplinary ideas by

1. Using nouns/noun groups to describe and add precision to answer questions about what something is like, its quantity, qualities (inventor, author, statesman, useful items, bifocal glasses)

2. Prepositional phrases to describe place or location (in the public library)

3. Adverbials to specify periods of time, duration, specific points in time (in the morning)

4. Visuals, labeled drawings to support ideas and information (maps, timelines)

5. Compound sentences to add details (Benjamin Franklin had brilliant ideas, and he invented useful items like bifocal glasses.)
Sample: Social Studies. Grade 4. Explain (p. 126)

GSE for Social Studies

SS4H1 Explain the causes, events, and results of the American Revolution.

a. Trace the events that shaped the revolutionary movement in America
b. Describe the influence of key individuals and groups during the American Revolution
c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat
d. Explain the writing of the Declaration of Independence

WIDA Language Expectations

ELD-SS.4-5. Explain. Expressive
Construct social studies explanations (causes, events, and results of the American Revolution) that:

• Introduce phenomena or events (events that shaped the revolutionary movement in America)
• Describe components, order, causes and effects, or cycles using relevant examples and details (influence of key individuals and groups)
• Generalize probable causes and effects of developments or events (factors leading to American victory and British defeat)
WIDA Language Functions and Features

ELD-SS.4-5.Explain.Expressive

Introduce phenomena or events (events that shaped the revolutionary movement in America) through...

- Prepositional phrases of time, place to contextualize phenomena or events (before the revolutionary movement)

Relating verbs (have, be) to define phenomena or events (The British army was unprepared for...)

- Nouns to represent abstract concepts (revolution, uprising, resistance)
Sample: Social Studies.6-8.Argue (pp.162-163)

GSE for Social Studies
L6-8WHST1: Write **arguments** focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WIDA Language Expectations

**ELD-SS 6-8 Argue Expressive**
Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning
**Sample: Social Studies. Grade 6-8. Argue (pp. 162-163)**

**WIDA Language Functions and Features**

Select relevant information to support claims with evidence gathered from multiple sources through...

- Passive voice to keep emphasis on main topic rather than who or what is doing the action *(The advantage was gained by...)*

- **Objective** or emotive language to appeal to logic or feelings *(Evidence shows that...)*

- Evaluative verbs, adverbs, and adjectives to add author’s perspective *(dominated, absolutely, compelling)*
Resources for Teachers

Today’s Dessert!
Professional Learning Resources

Teaching & Learning / Curriculum & Instruction / Social Studies webpage

Connecting Themes/Enduring Understandings for Social Studies

2021-2022 GaDOE Social Studies Statewide Virtual Workshops
Click here for 2021-2022 Virtual Workshop Schedule and Registration
Click the icon in the top right to see the full list of virtual workshops.

New Beginnings-A Process for ...

A Process for Knowing Where to Start Every Year

Click here to access 2021-22 presentation resources.
Next Steps for Making Language Visible in Social Studies

Connect your teachers to the statewide virtual workshops on the social studies program page and/or email jzoumberis@doe.k12.ga.us to request tailored workshops from the team.

• New Beginnings-A Process for Knowing Where to Start in your Social Studies Classroom Every Year (K-12)
• What's in a Name? Your History/Your Story (K-5)
• Bright Ideas for Non-Text Sources: Strengthening Literacy Across Social Studies (K-12)
• Be the Storm: Challenging All Students in Your Social Studies Classroom (6-12)
• Oct 13th SWIRLing in Social Studies: Keeping Your Balance With Inquiry Essentials (K-5)
#GAsocialstudies Virtual Hub

- Virtual Field Trips
- Jimmy Carter National Historic Site Educational Program

- IDEAS READY TO USE: 6 weeks of social studies webinar rations GaDOE Social Studies Team presents *Tips, Tricks, and Resources for Digital Learning*. Webinars for each grade/course in social studies. Click here for a playlist of recordings for each grade/course.

- **GPB Presents Georgia Home Classroom** As part of the public media mission to ensure all kids have access to continued free educational resources at home, GPB, in partnership with Georgia Department of Education (GaDOE), is offering broadcast programming and accompanying digital resources that adhere to Georgia’s state standards to provide continued at-home learning. Click here to explore Georgia Home Classroom.
Resources and Professional Development

Integrated Instructional Supports for All Students

gadoesocialstudies Instagram Teacher Takeover — Applications for the 2021-2022 gadoesocialstudies Instagram teacher takeover are now open!

Share the great social studies work you are doing in your classroom, school, and district. You don't need your own account, if accepted we will give you ours! Take a look at past takeovers on our Instagram account @gadoesocialstudies

Sharing is caring, click here and apply today!

Grade Level/Course Specific Professional Learning with Virtual Specialists — FREE online professional learning communities exclusively for Georgia educators. The Georgia DOE has created course and grade level specific Professional Learning Communities led by Virtual Specialists, where educators from across the State can connect with each other to share experiences, resources, lesson plans, and instructional activities.

- Join the Online Community

Click here for resources that Foster Critical Conversations in the Classroom

More Resources!
Resources to make language visible to ELs

Studies Standards Curriculum Sample Activities and Resources

- Social Studies Resources to Support GSE Content and Instruction
- Learning Resources/Textbooks and Instructional Materials
- Social Studies Distance Learning Lessons K-12
- U.S. History Student Video Dictionary
- World Studies Student Video Dictionary