

Unit 1 Social Studies Weekly Lesson Outline

6 Weeks = 30 Lessons

Week 1: ENGAGE, INTRODUCE ESSENTIAL QUESTION & BUILD BACKGROUND

ESSENTIAL QUESTIONS (EQ)

(EQ) Where are we from? How are these places similar and different?

OVERVIEW

In Unit 1 Social Studies, students will analyze where they are from in their home countries. They will use the 'known' of their home communities to bridge to the 'new' and more abstract concepts of maps and geography. Week 1 uses the 'Powers of Ten' video clip to introduce the 'world' as a huge physical space. Students can observe at what points of 'zooming' out we need a map rather than a picture. Students will 'zoom in' from the world to their continent, country, and city/ town/ village to begin their Travel Guide project.

Note 1: This week, you will need to create a PowerPoint template that students will use to create their travel guide. The template should match the 'Travel Guide Draft 1' packet (included in student materials). If you are using Voice Thread you will skip this step.¹

Note 2: It is critical that you have information on students' home country context before beginning the project. While creating a project on home communities is rich and engaging for most students, it can be painful for students who have experienced trauma. This is especially true for students who are refugees, whose home communities may have been destroyed or whose home communities were camps. Be sure to speak to any students privately, with home language translation support, for whom you know this project might be difficult. Students need to be able to make choices about what they disclose to the class about their home community context.

¹ Each unit plan contains a description of the Week 6 project. In addition, the Teacher's Guide outlines technology options for the projects. For 2013-2014 the digitizing of student projects will depend on teacher knowledge and access to technology.

Week 1: ENGAGE, INTRODUCE ESSENTIAL QUESTION & BUILD BACKGROUND

TEXT		
Non-Print	Central: Print	Supplementary
<ul style="list-style-type: none"> • <i>Ant on a Tree</i> (Painting) http://fc06.deviantart.net/fs28/i/2008/135/5/7/ant_on_a_tree_zooming_in_by_Sandman72289.jpg • <i>Powers of Ten</i> (video-1977) http://www.youtube.com/watch?v=38ti9BJiyvs • Teacher selected images of land, water, continents, cities, towns, villages • Black and white world Map with cut out labels (included in student sample materials) 	<ul style="list-style-type: none"> • Week 1 LEA² text- 'The World' • <i>Beginner's World Atlas</i>³ 	<ul style="list-style-type: none"> • <i>Zoom</i> • <i>As the Crow Flies: A First Book of Maps</i> • Online continent matching game http://www.softschools.com/social_studies/continents/map.jsp • <i>Seven Continents Video</i> http://www.youtube.com/watch?v=urr53arh--E • <i>Seven Continents Song</i> http://www.youtube.com/watch?v=Zya2bqrLVfl
VOCABULARY		
Central Concepts Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words ⁴ Tier 1
<i>Each concept gets full notebook page in the 'Word Study' book.</i>	<i>Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.</i>	<i>Each word is in Weekly glossary to be put into subject section of vocabulary binder.</i>
<p>world</p> <p>continent</p> <p>ocean</p>	<p>There are no tier 2 words this week.</p>	<p>Nouns: partner, interview, question, place, country, globe, map, city, town, village</p> <p>Verbs: is, have/ has, live, ask, answer, see, think, wonder, label, zoom in, zoom out</p> <p>Adjectives: similar, different, close, far, big, small, round, flat</p>

² LEA is the Language Experience Approach and is described in detail in the Teacher's Guide.

³ Most Social Studies teachers have atlases. However, the *Beginner's World Atlas* (National Geographic) is excellent for Bridges and highly recommended.

⁴ The majority of words across all classes in Unit 1 are tier 1 words. The tier 2 and 3 words will increase with each unit.

<p>land water</p> <p>A world map will be used rather than a concept map. Students will label land, water, continent, ocean.</p>		
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Week 1: ENGAGE, INTRODUCE ESSENTIAL QUESTION & BUILD BACKGROUND

Lesson	Objectives ⁵	Lesson Summary
1	<p>CO: Explain the unit essential question.</p> <p>LO: Use home language to translate and respond to the essential question.</p>	<p>Partner Interview, Translate & Respond to Essential Question</p> <p>Students will work in partners to identify where they are from, using a globe and 'I am from + country.' Students will work in home language groups to translate and respond to the unit essential questions. The first responses to the essential question will be compared to their end of the unit assessment.</p>
2	<p>CO: Make observations, inferences, and ask questions about the world.</p> <p>LO: Describe and infer using 'I see____ ' 'I think_____.'</p>	<p>Powers of 10 Video & See-Think-Wonder</p> <p>The class will view the first four minutes of the film twice using See-Think-Wonder.⁶ Through this short clip, students will experience zooming out to see different views of the world, from ground to space.</p>
3	<p>CO: Identify major parts on a world map.</p> <p>LO: Describe the world orally using 'The world is/ has_____ ' and target vocabulary.</p>	<p>World Map & LEA Text</p> <p>Students will learn words on the tier 1 glossary and note the relationship between the globe and a world map. In the word study notebook, students will glue a world map and label key parts: land, water, continent, ocean. They will name and attach labels to the continents only, using the atlas to guide. The class will create the first LEA text using the world map.</p>
4	<p>CO: Identify where you are from in terms of continent, country, and city/ town/ village.</p> <p>LO: State orally and in writing 'I am from the continent/ country/ city-town-village_____.'</p>	<p>Partner Interview 'Where are you from?'</p> <p>Students will read the LEA text chorally and in partners for fluency practice. After a review of continent names, students will identify if they are from a city, town, or village using images to distinguish. Following a teacher model, students will interview a partner using Week 1 Interview Questions (interview questions are included in student materials). Students will then interview each other orally, then write their responses in their Travel Guide Draft 1 (page 2) following the teacher model. The project model ⁷will be shown next week.</p>

⁵ CO= Content Objectives, LO= Language Objectives. See Teacher's Guide for a detailed explanation of objectives.

⁶ See-Think-Wonder is described in detail in the Teacher's Guide. Students have been introduced to see-think-wonder in ELA lesson 1.

⁷ The project model for Unit 1 will be created by a student in summer 2013.

<p>5</p>	<p>CO: Review the week's content and language to prepare for an assessment.</p> <p>LO: Practice using target vocabulary.</p>	<p>Review & Assessment</p> <p>Students will read the LEA for fluency and share their written responses to 'Where are you from?' with a partner. They will then sort and match words and pictures to practice the week's vocabulary related to 'world.' Students might also play the continent matching game on the smart board, sing the continents song, or watch video (links on previous page). Students will do a short learning log on the weeks content and language.</p>
<p><i>Week 1 Assessments</i></p>		
<p><i>Learning Log</i></p>		
<p><i>Vocabulary Binders</i></p>		
<p><i>Observation checklist</i></p>		

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FOCUS QUESTION

What does a map show about where I am from?

OVERVIEW

Students will begin Week 2 by reviewing their Week 1 assessments and rubrics. This will become the warm up routine for Monday of each week. Students will need time to look at feedback and outcomes and to ask questions. Projecting an example of strong student work or pointing out a student with excellent learning behaviors is the best way to help students understand the expectations.

In Week 2, students will be introduced to the 'Travel Guide' project through a student model, which begins with a community map. This week, students will create their own home community map to show where they are from. They will draw their house in the center and identify 'east' based on where the sun 'comes up' each morning and 'west' based on where the sun 'goes down.' Teachers will need to create their own community map of where they are from. This should be created, as you model, not in advance, so that students can see the process of how you think and create.⁸

Students will also learn the cardinal directions experientially, by 'traveling' in the classroom, the neighborhood, on their community map, and on a world map. Students will add a compass rose to show the cardinal directions on their community map, and they will describe where you go if you travel in these directions on their maps. The community maps, when complete, will be photographed and added to their digitized travel guide project.

⁸ Externalizing your own discipline specific thinking though modeling is a critical part of Bridges instruction across all classes.

Week 2: EXPERIENCE to ORAL LANGUAGE to PRINT

Case Study #1: Human-Made and Natural Features

TEXT		
Non-Print	Print: Central	Print Supplementary
<ul style="list-style-type: none"> • Images of communities. • Images of community maps as additional models of bird's eye view. • An actual compass is ideal for this week. You can download a compass app for an I pad or phone. 	<ul style="list-style-type: none"> • <i>Beginner's World Atlas</i> • Week 2 LEA text- Travel and Directions • Picture Dictionary⁹ • Student model project (to be added July 2013) 	<ul style="list-style-type: none"> • <i>As the Crow Flies: A First Book of Maps</i> • <i>Investigate Communities</i>
VOCABULARY		
Central Concepts Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words ¹⁰ Tier 1
<i>Each concept gets full notebook page in the 'Word Study' book.</i>	<i>Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.</i>	<i>Each word is in Weekly glossary to be put into subject section of vocabulary binder.</i>
community	<p>Nouns: directions (2 meanings: 1. Way you travel, 2. Steps you follow), compass (with north, south, east, west)</p> <p>Verb: describe</p> <p>Signal words: and, also</p>	<p>Noun: neighborhood, center / middle, people, house, street, building, park</p> <p>Verbs: imagine, draw, interview, travel, visit, go, stop, turn, show</p>

⁹ This is to support students naming things in their communities like store, school, hospital, etc. Keep in mind that because picture dictionaries are oriented toward western neighborhoods, they will not include things that students can label on their maps (e.g. water pump, mosque).

¹⁰ The majority of words across all classes in Unit 1 are tier 1. The tier 2 and 3 words will increase with each unit.

Week 2: EXPERIENCE to ORAL LANGUAGE to PRINT

Case Study #1: Human-Made and Natural Features

Lesson	Objectives	Lesson Summary
6	<p>CO: Observe a model project.</p> <p>LO: Orally list parts of a travel guide.</p>	<p>Week 1 Assessment Feedback & Travel Guide Project Model After reviewing Week 1 assessments and rubrics, introduce the weekly focus question. Students will see the model Travel Guide project, and let students know that tomorrow they will begin the map part of the project.</p>
7	<p>CO: Create a map that represents home community.</p> <p>LO: Label map with directions.</p>	<p>Model & Draw Home Community Map (11 X 17 paper) Create a concept map for 'community.' Show images of community maps and model how to draw a community map of where you are from. You will need to help students visualize that they are birds flying over their community. You might use Google Earth to zoom in on the community where you grew up. As a model, you will need to draw your home in the center and identify which side of the house (or which window) the sun hits in the morning. You will label this edge of the paper 'east.' Label the other edges with north, west and south.¹¹ Continue modeling the map making including buildings, streets, trees, rivers, etc. Students will do the same for where they are from in pencil.¹²</p>
8	<p>CO: Create a map that represents home community.</p> <p>LO: Label what is on your map and share with a partner using 'In my home community there is/ there are_____.'</p>	<p>Continue Community Map Students will continue with their map making, using a picture dictionary to label things in their home community. Students will complete their maps using markers and colored pencils or other materials.¹³ Share with a partner what is on your map. If students need more time for their maps, add another map making day, or offer to stay after school.</p>

¹¹ Students are not learning about or 'traveling' using the cardinal directions this week. They are only labeling them, so their community map is correctly oriented in the standard way of north at the top, south at the bottom, east to the right, and west to the left.

¹² The community map will not include a key because all things are labeled. Students will work with map keys beginning in Unit 2.

¹³ A combination of black sharpie and colored pencil creates a strong visual effect for the travel guide.

9	<p>CO: Travel using different cardinal directions.</p> <p>LO: Follow and give commands using directions.</p>	<p>'Travel' Using Cardinal Directions¹⁴</p> <p>Use a compass (on your phone) to show how to identify directions in the room or ideally outside.¹⁵ . Students will practice moving in the different directions, following commands and giving commands (e.g. Go west 2 steps. Stop. Turn and go south 3 steps.) Create an LEA text with sentences about where you go in the school community when you travel north, south, east and west.</p>
10	<p>CO: Identify where you go if you travel in different directions in your home community.</p> <p>LO: Ask and answer questions orally and in writing using a partner interview.</p>	<p>Interview Partner about Community Map</p> <p>Students will return to their maps, and create a compass rose to glue onto the map. Following a model, students will then interview each other, using Week 2 interview questions, about their maps and where you go if you travel in different directions from their house. Students will write their sentences on page 3 of their Travel Guide Draft 1.</p>
<i>Week 2 Assessments</i>		
<i>Community Map</i>		
<i>Travel Guide pages (for teacher review and comments)</i>		
<i>Observation checklist</i>		

¹⁴ Ideally students practice moving in different directions outside in the school neighborhood. If you cannot go outside, practice in the classroom. You might also include a field trip where students need to travel using a local map. In NYC, subway maps are the perfect tool for teaching students directions.

¹⁵ You will need to show a map of the school neighborhood, to demonstrate that when you read a map on a wall north is up, but in reality we travel across space not up. But when we say north its always in the direction of top of the world, etc.

FOCUS QUESTION
<p><i>How do people interact with nature where I am from?</i></p>
OVERVIEW
<p><i>In Week 3, students will distinguish between natural and human-made features of a place, using pictures, maps, and their own community maps. Since Social Studies is the study of places and the people who live there, students will describe how people interact with their natural environment where they are from. They will add this to their ‘culture’ concept map, which was begun in Week 1 ELA. It is important that students begin to understand the idea that human culture is largely an adaptation to environment. Throughout history, people have adapted to their environments through the creation of culture, with the clothes we wear, foods we eat, and the ways we use nature. Of course there are other factors that shape culture, but in this week, students will focus on nature as an influence on culture.¹⁶</i></p> <p><i>Students will use verbs to describe what people do with the following natural features and why: ocean, beach/ coast, rivers, lakes, mountains, hills, and forest.¹⁷ Students might also identify plants and animals where they are from. Students will interview each other about the natural features of where they are from orally before writing the pages 4 and 5¹⁸ of Travel Guide Draft 1.</i></p>

¹⁶ This idea will be expanded in Unit 2, when students examine human adaptations to the desert and tundra environments in the form of ‘culture.’ People have developed culture to survive where they live.

¹⁷ Desert is not included in Unit 1, but will be a major focus on Unit 2 Science (Biomes) and Social Studies (Salt and Gold Trade).

¹⁸ Page 5 is ‘challenge’ for students who have more English language.

Week 3: PRESENTATIONS & WRITING

Case Study #1: Human-Made and Natural Features

TEXT		
Non-Print	Print: Central	Print: Supplementary
<p>Natural Features</p> <ul style="list-style-type: none"> • Calm lake http://www.youtube.com/watch?v=25H4M3yo-MU • Flowing River http://www.youtube.com/watch?v=8z8XCAW8W58 • Brazil Ocean/ Coast-Aerial View http://www.youtube.com/watch?v=N6hoZ2spNkA • Forest http://www.youtube.com/watch?v=qSdiDrUgTSM <p>People Interacting with Nature (videos)</p> <ul style="list-style-type: none"> • Senegal Coast (first few minutes only) http://www.youtube.com/watch?v=Qr-MFwF3qFg • Sri Lanka River http://www.youtube.com/watch?v=R8S_zVrgaJ4 • Yemen Mountain Farming http://www.youtube.com/watch?v=jDe8tZL_y7Q 	<ul style="list-style-type: none"> • Week 3 LEA text- People and Nature • <i>Beginner's World Atlas</i> • <i>A Life Like Mine</i> 	<ul style="list-style-type: none"> • Any of the text from the supplementary list (in Unit 1 plan) that shows people interacting with nature.

VOCABULARY		
Central Concepts Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words ¹⁹ Tier 1
<i>Each concept gets full notebook page in the 'Word Study' book.</i>	<i>Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.</i>	<i>Each word is in Weekly glossary to be put into subject section of vocabulary binder.</i>
<p>physical features</p> <p>Students will add to their culture concept map, begin in Week 1 ELA.</p>	<p>Noun: symbol</p> <p>Verbs: interact, represent</p> <p>Adjectives: natural, human-made</p> <p>Signal Word: because</p>	<p>Nouns: island, river, lake, ocean, beach, coast, mountains, hills, forest, plants, animals</p> <p>Verbs: swim, play, wash, work, farm, fish, grow</p> <p>Adjectives: dry, rainy</p> <p>Preposition: in</p>

¹⁹ The majority of words across all classes in Unit 1 are tier 1. The tier 2 and 3 words will increase with each unit.

Week 3: GROUP PRESENTATIONS & WRITING

Case Study #1: Human-Made and Natural Features

Lesson	Objectives	Lesson Summary
11	<p>CO: Classify pictures as natural and human-made.</p> <p>LO: Define natural and human-made and interact.</p>	<p>Week 2 Assessment Feedback & Natural and Human-made After reviewing the Week 2 assessments and feedback, Students will use a picture sort to distinguish between natural and human-made features and log these tier 2 words. Introduce the weekly focus question. Demonstrate the concept 'interact'²⁰ several ways and elicit definition. Students will create concept map for 'interact'.</p>
12	<p>CO: Create a poster that illustrates a natural feature.</p> <p>LO: Describe using '_____has/ is _____'</p> <p>Ask for home language translations by asking 'How do you say ____ in your language?'</p>	<p>Groups Prepare Collaborative Poster Presentation on Natural Feature After working with the tier 1 glossary, students will prepare a poster in groups. Each group will receive one natural feature (beach/ coast, river, lake, mountain, forest). You will model this using 'island' for your poster. Each group will create and present a similar chart that shows this feature. The chart must include the feature as the title, a drawing of the feature, an imaginary map with the feature labeled, and translations into home languages in the room. Students will only have one period to create their poster, and should use the atlas for reference.</p>
13	<p>CO: Show and explain a natural feature.</p> <p>LO: Give an oral presentation to the class.</p>	<p>Groups Present on Natural Feature Groups will have 10 minutes to practice, following your model presentation for 'island.' Then each group will present, with each student saying one part. Expectations for presentations must be reviewed before groups begin (see presentation rubric in Curriculum Introduction, Section 3). Following each presentation, use the video clips (in text list) to quickly reinforce the features visually. The posters should remain on the walls for a vocabulary reference for the year.</p>
14	<p>CO: Analyze how people interact with nature.</p> <p>LO: Describe using verbs. Give reasons using 'because. '</p>	<p>Video to Show People Interacting with Nature After reviewing the weekly focus question and tier 1 glossary, students will watch a video that shows 'People Interacting with Nature' (Senegal Coast, in video list in 'text' section). Describe using LEA.²¹</p>

²⁰ 'Interact' is a critical concept for all subjects for the Bridges year. Students will return to this definition throughout the year.

²¹ This lesson is described in the LEA section of the Teacher's Guide.

<p>15</p>	<p>CO: Analyze how people interact with nature.</p> <p>LO: Describe using verbs. Give reasons using 'because.'</p> <p>.</p>	<p>Interview and Writing: How do people interact with nature? After taking a learning log on natural features, students will watch a model of the Week 3 partner interview. Students will then interview each other about how people interact with nature where they are from. Students will write their sentences on page 4 of their Travel Guide Draft 1. (Page 4 is required, and page 5 is for students who have more language and literacy).</p>
<p><i>Week 3 Assessments</i></p>		
<p><i>Learning Log- Natural Features</i></p>		
<p><i>Travel Guide Draft 1</i></p>		
<p><i>Vocabulary Binders</i></p>		
<p><i>Observation checklist</i></p>		

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FOCUS QUESTION

How do people share culture where I am from?

OVERVIEW

In Week 1 ELA, students defined culture in a concept map. This early explanation of culture includes ‘what groups of people do.’ Students also added to this definition in Week 3 Social Studies, with human interaction with nature.

Students will dig deeper with the culture of where they are from. Through interviews and writing in their Travel Guide, students will describe the food people cook and eat, music people listen to, languages people speak, clothes people wear, transportation people use to travel, houses people build and live in, beliefs people have, and ‘ways’ of doing things in everyday life. The idea that all people have culture and culture is shared among groups of people needs to be reinforced in Weeks 4 and 5.²²

Each page of the Travel Guide Draft 1 (pages 6-15)²³ asks students to think, talk, and write about a different aspect of culture. The purpose of describing culture in the travel guide is to help ‘visitors’ understand how people live in your home community. Week 4 focuses on the cultural aspects of language, music, and food, which students in an introductory activity in ELA Week 1. Here they will go deeper to describe culture.

²² Unit 1 focuses on defining and describing culture. Units 2 and 3 analyze how culture is fluid, and shaped by the movement and contact of people. Unit 2 Social Studies will highlight cultural diffusion through the salt and gold trade, and Unit 3 will do using through historical encounters on Hispaniola.

²³ Several of these pages are labeled ‘challenge’ and can be a differentiation option for students who have more language and literacy.

Week 4: EXPERIENCE to ORAL LANGUAGE to PRINT

Case Study #2: More Culture

TEXT		
Non-Print	Print: Central	Print Supplementary
<p>Music</p> <ul style="list-style-type: none"> Rap around the World- 30 languages http://www.youtube.com/watch?v=55u6gun0N60 Around the World in a Song http://www.youtube.com/watch?v=dlxNIVcBXsU Dembow Music Video- Dominican Republic http://www.youtube.com/watch?v=v01uVy7J6G0 <p>Food</p> <ul style="list-style-type: none"> Images from <i>Food Markets of the World</i> or <i>What the World Eats</i> 	<ul style="list-style-type: none"> Week 4 LEA text- Culture Picture Dictionary 	<ul style="list-style-type: none"> Any of the supplementary texts that show images of culture
VOCABULARY		
Central Concepts Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words ²⁴ Tier 1
Each concept gets full notebook page in the 'Word Study' book.	Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.	Each word is in Weekly glossary to be put into subject section of vocabulary binder.
culture	<p>Adverbs: all, some, both</p> <p>Conjunctions: and, but</p>	<p>Nouns: teenagers, parents, grandparents, children, boys, girls, food, music, water</p> <p>Verbs: speak, say, eat, drink, cook, listen to, play, dance</p> <p>Adjective: delicious</p>

²⁴ The majority of words across all classes in Unit 1 are tier 1. The tier 2 and 3 words will increase with each unit.

Week 4: EXPERIENCE to ORAL LANGUAGE to PRINT

Case Study #2: More Culture

Lesson	Objectives	Lesson Summary
16	<p>CO: Identify language of people in their country and typical greetings and expressions.</p> <p>LO: Ask and answer questions orally and in writing using a partner interview.</p>	<p>Week 3 Assessment Feedback & Languages People Speak in the World After reviewing the Week 3 assessment, students will be introduced to the focus question for Weeks 4 and 5. They will return to the 'culture' concept map from Week 1 ELA and work with the tier 1 glossary. Students will look again at the language part of the model student project and partners will interview each other about language where they are from, as well as typical greetings and expressions. Students will write their sentences after talking.</p>
17	<p>CO: Identify music and dance from home community.</p> <p>LO: Ask and answer questions orally and in writing using a partner interview.</p>	<p>Music: Videos Begin the LEA text for the week using language. Students will then watch video(s) that show music and dance in the world. Continue with the LEA text. Follow Lesson 16 steps for the rest of the class.</p>
18	<p>CO: Identify food and drink from home community.</p> <p>LO: Ask and answer questions orally and in writing using a partner interview.</p>	<p>Food: Images Follow Lesson 17, focusing on food. Use images from <i>What the World Eats</i> (or other source).</p>
19	<p>CO: Identify images that communicate ideas about nature and culture.</p>	<p>Computers Students will begin to search for images for their travel guide. Students have already begun to work with computers in ELA for the poem project. Today and tomorrow, students will set up their project and find images for pages 2-8 of their travel guide. Students will insert these images into project (using Voice Thread or PowerPoint).</p>
20	<p>LO: Search using the English words for images needed.</p>	
Week 4 Assessments		Week 4 Outcomes
<i>Travel Guide Draft 1 (culture pages)</i>		TBD
<i>Observation checklist</i>		TBD

FOCUS QUESTION

How do people share culture where I am from?

OVERVIEW

In Week 5, students continue exploring the culture of where they are from. They will analyze images related to entertainment, as well as celebrations and traditions. There are several pages that are 'challenge' and available for students with more literacy. Students will review the last few entries of the travel guide, viewing the student model once again, where they will make recommendations to visitors who plan to come to where they are from.

Students will not present in groups this week (as they will in Week 5 in all other units), but will spend the last two days of the week working on their individual projects using computers. The goal is for the images and text to be complete this week, which leaves three days next week for voice recording before presentations.

TEXT		
Non-Print	Print: Central	Print :Supplementary
<p>Entertainment</p> <ul style="list-style-type: none"> • Dominoes in Jamaica http://www.youtube.com/watch?v=8q2C0C0utJA <p>Traditions</p> <ul style="list-style-type: none"> • Hindu Baby Naming in the US http://www.youtube.com/watch?v=zqT5lw5wQu8 	<ul style="list-style-type: none"> • Week 5 LEA Text- Culture (con't) 	<ul style="list-style-type: none"> • Any of the supplementary texts that show images of fun, celebrations and traditions
VOCABULARY		
Central Concepts Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words ²⁵ Tier 1
<i>Each concept gets full notebook page in the 'Word Study' book.</i>	<i>Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.</i>	<i>Each word is in Weekly glossary to be put into subject section of vocabulary binder.</i>
<p>tradition</p> <p>+ continue to add to culture concept map</p>	<p>Noun: recommendation</p> <p>Verb: revise</p> <p>Signal Word: because</p>	<p>Nouns: entertainment, holiday, parade, street, party, day, visitor</p> <p>Verbs: celebrate, bring, do, do not, visit</p> <p>Adjectives: fun, every, important</p>

²⁵ The majority of words across all classes in Unit 1 are tier 1. The tier 2 and 3 words will increase with each unit.

Week 5: WRITING

Case Study #2: More Culture

Lesson	Objectives	Lesson Summary
21	<p>CO: Identify ways people have fun in home community.</p> <p>LO: Ask and answer questions orally and in writing using a partner interview.</p>	<p>Week 4 Assessment Feedback & Fun/ Entertainment After reviewing the week 4 assessments, repeat lessons 17 and 18 for lessons 21 and 22. For 21, you can use the dominoes video (in 'texts').</p>
22	<p>CO: Identify celebrations and traditions in home community.</p> <p>LO: Ask and answer questions orally and in writing using a partner interview.</p>	<p>Celebrations or Traditions Use the baby naming video (listed in texts) as the model for traditions. Students can choose to talk and write about celebrations or traditions, or both, as there is overlap.</p>
23	<p>CO: Identify important things to remember when visiting.</p> <p>LO: List 'Do-s' and 'do not-s' using verbs.</p>	<p>Final Section of Travel Guide on Visiting The last section of the guide is on pages 17-19. Here students will give recommendations to visitors. These can be completed through modeling and generating class lists for students to pull information from. Students will submit their draft 1 for final corrections.</p>
24	<p>CO: Develop travel guide project.</p> <p>LO: Edit sentences for periods, capitals, and spelling.</p>	<p>Computers Students will type their sentences for their images. The amount they type will depend on their language and literacy level. All presentations will be audio recorded, so the amount to print text included can vary depending on student ability. For homework, students will need to write a full clean copy of their travel guide pages for submission next week.</p>
25		<p>Students will complete a brief learning log before using computers in Lesson 25.</p>
<i>Week 5 Assessments</i>		<i>Week 5 Outcomes</i>
<i>Learning Log</i>		<i>TBD</i>
<i>Observation checklist</i>		<i>TBD</i>

Week 6: CREATIVE PROJECTS & PRESENTATIONS

ESSENTIAL QUESTIONS

***Where are we from?
How are these places similar and different?***

OVERVIEW

In this final week of Unit 1, students will finalize their project by audio-recording using Voice Thread or PowerPoint narration. For each slide, students will need to rehearse their sentences in both home language and English. Students who have more technology skills might add music to their project as well. Students might also begin their presentation using Google Earth, as we zoom in to where they are from.

Each student will present his/ her project to the class the last two days of the week. Inviting family and staff members to the presentations expands the audience for students and legitimizes their voice beyond the class community. After each presenter, students in the audience will respond to the presenter with something they learned, something similar or different between where they are from and where presenter is from. Students may also ask questions. The presentations will be a celebration of student work. Students bringing food from where they are from is a beautiful way to honor their home countries. Eating and celebrating student work one of the best ways to build class community.²⁶

²⁶ Students will also present their digital 'I' poems this week in ELA. ELA and Social Studies teachers might want to coordinate the presentations and celebrations.

Week 6: CREATIVE PROJECTS & PRESENTATIONS

TEXT		
Non-Print	Print: Central	Print Supplementary
<ul style="list-style-type: none"> The text that students create for their travel guide are the texts for this week. 		
VOCABULARY		
Central Concepts Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words ²⁷ Tier 1
<i>Each concept gets full notebook page in the 'Word Study' book.</i>	<i>Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.</i>	<i>Each word is in Weekly glossary to be put into subject section of vocabulary binder.</i>
connections	Verbs: practice, present	There are no new tier 1 words this week.

²⁷ The majority of words across all classes in Unit 1 are tier 1. The tier 2 and 3 words will increase with each unit.

Week 6: CREATIVE PROJECTS & PRESENTATIONS

Lesson	Objectives	Lesson Summary
26	<p>CO: Finalize project.</p> <p>LO: Rehearse and audio record narration for travel guide.</p>	<p>Week 5 Assessment Feedback & Rehearsal for Audio Recording After reviewing the assessments and feedback from Week 5, students will orally practice describing their slides, first in home language then in English.</p>
27		<p>Audio Recording Students will record, play back, and re-record as needed.</p>
28		<p>Audio Recording & Final Touches Students will finalize their recordings and add final touches to their projects. In preparation for presentations, you will want to have all student projects in one place (e.g. all in Voice Thread, all PowerPoint in one folder, all uploaded to one website, etc.).</p>
29	<p>CO: Present final project.</p>	<p>Presentations²⁸</p>
30	<p>LO: Audience members respond to presenter with comments and connections.</p>	<p>Presentations</p>
<i>Week 6 Assessments</i>		<i>Week 6 Outcomes</i>
<i>Final projects and presentations</i>		<i>TBD</i>

²⁸ Additional days should be added if students need more time for presentations.