



*Accelerating language, literacy and content learning for
emergent bilinguals with limited home language literacy*

Social Studies

UNIT 1

Unit 1: CONNECTIONS



Interdisciplinary Overview

Interdisciplinary Theme
Connections



The first Bridges unit meets students where they are, in the here and now. This is a time of drastic, and often traumatic, transition for many. As newly arrived immigrants, they have said goodbye to their homelands and loved ones, bringing much with them and leaving much behind. The unit theme is 'Connections' because it seeks to build connections from the known to the new: new city, new school, new classmates and teachers, new language, and new ways of learning.

Unit 1 is the Bridges introductory unit and is designed to last six weeks across all classes. It may begin with only ten students, as the Bridges class will continue to fill over the next several weeks and even months. Unit 1 does not include all parts of the Bridges Unit Structure¹, but is heavily project-based and driven by students' lives and experiences.

Students, their bodies, their home countries and cultures are the content. They are positioned as experts on themselves and where they are from, but are also pushed to ask questions about each other and the world and to look for answers.

Unit 1 will build a tone of high challenge and high support. Teachers will model and reinforce the academic behaviors of preparation, collaboration, and organization and hold students accountable. Students will be expected to participate, to take risks with oral English, and to co-create a safe classroom community that fosters learning. This includes respect for all students and all aspects of their identity. Students will work on basic social language skills, as well as the academic language skills of describing, comparing and contrasting, and supporting ideas with evidence. Students will build technology skills through the projects, in ELA and Social Studies, which require the integration of image, print and sound.

¹ This is described in detail in the Curriculum Introduction.

Unit 1 Across the Subjects²

		ELA	SOCIAL STUDIES	SCIENCE
ESSENTIAL QUESTION		<i>Who are we? Are we more similar or different?</i>	<i>Where are we from? How are these places similar and different?</i>	<i>How do humans and plants function? How are humans and plants similar and different?</i>
CONTENT		Ourselves	Where I'm From	Humans & Plants
Week 1	BACKGROUND	Culture	World Map: Zooming In & Out	Structures & Functions
Week 2/3	CASE STUDY 1	We and I	Geography of Where I'm From	Cells and Energy
Week 4/5	CASE STUDY 2	Similar and Different	Culture of Where I'm From	Energy Balance
Week 5	INFORMATION PARAGRAPHS	Compare & Contrast	Description	Description
Week 6	CREATIVE PROJECT	'We' Poem & Digital 'I' Poem	Digital Travel Guide	School Lunch Graphs
Week 7	ARGUMENT PARAGRAPHS	<i>NA: Unit 1 is an introductory unit across classes, and only six weeks long.</i>		
CENTRAL CONCEPTS		<ul style="list-style-type: none"> • connection • culture • community • individual • past-present-future • universal 	<ul style="list-style-type: none"> • connection • world • community • nature • interaction • culture • tradition 	<ul style="list-style-type: none"> • connection • organism • resource • visible-invisible • structure-function • cell • energy • diet-nutrition • balanced-imbalanced • healthy-unhealthy

² Math Unit 1 will be incorporated into this overview at a later date.

Social Studies Unit 1 Plan

INTERDISCIPLINARY THEME	Connections
ESSENTIAL QUESTION	Where are we from? How are these places similar and different?
CREATIVE PROJECT	Digitized Travel Guide ¹ : Where I am From
TEXT STRUCTURE FOCUS	Information: Describe
APPROXIMATE DATES	September 30- November 13
NUMBER OF LESSONS²	30 Lessons = 6 Weeks

¹ See Teacher's Guide for more information on digital literacy in Bridges.

² All Bridges units are 7 weeks, with the exception of Unit 1, which is 6 weeks across all classes.

1. DESIRED RESULTS

ESTABLISHED GOALS

The yearlong student outcomes for Bridges Social Studies are described in detail in the *Bridges Curriculum Introduction, Section 3*. This section includes the Social Studies Content Outcomes for each unit, the NYS SS standards to which they are aligned, as well as the Common Core Standards for Literacy. In this section, you will also find the Interdisciplinary Student Outcomes for all classes and a list of English language functions and forms taught in the different units across classes. Refer to this document for all unit outcomes.

ESSENTIAL UNDERSTANDINGS

- People are experts in where they are from.
- There are similarities and differences between the culture and geography of different places.
- Community maps represent the human-made and natural features of places.
- People interact with geography and environment.
- Culture is shared social practice of a group of people, and all people in the world have culture.³
- We build community when we teach others about where we are from.

ESSENTIAL QUESTION (EQ)

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

WEEKLY FOCUS QUESTIONS (FQ)

- What does a map show about where I am from?
- How do people interact with nature where I am from?
- What is the culture where I am from?

³ In ELA Unit 1, Week 1, students define 'culture' as a central concept as they identify commonalities across their culture to begin their class 'We' poem.

2. ASSESSMENTS - Evidence of student learning⁴

End of Week Formative Assessments

See Weekly Lesson Outline for weekly assessments and outcomes.

End of Unit Performance Tasks

Week 6⁵	Creative Projects & Presentations Digitized Travel Guide
Interim⁶	Unit 1 Exam⁷ The exam will include all unit vocabulary and skills, to be administered on demand in one class period. Students will receive their corrected exams the following day with all of their outcomes information for the unit. Students will reflect on their outcome results for Unit 1, and file all Unit 1 work before beginning Unit 2 the following day.

⁴ The weekly assessment is also included in the Lesson Outline for each week, along with student outcomes. In Unit 1, all Bridges teachers must be vigilant with binder and notebook checks using the rubric. Neatness and organization are critical skills to build in Unit 1 and if not done here will negatively impact the rest of the year. Take time in Unit 1 to build these systems and make sure all students know the expectations.

⁵ Units 2-4 in all classes includes a Week 7 assessment using argument writing. This is not included in Unit 1.

⁶ 'Interim' refers to the three days between Unit 1 and 2. This includes unit review, exam, and reflection as is explained in the Curriculum Introduction.

⁷ The unit exams for all subjects will be developed in subsequent curriculum revisions.

WEEK 6: Creative Project Description⁸

ROLE	The Unit 1 project positions students as experts on where they are from in their home countries . They will use their expertise to create a 'Travel Guide' for their home city, town or village. They will assume the roles of map-makers, researchers, and travel guide writers to communicate the land, people, and culture of where they are from.
AUDIENCE	Through images, sentences and voice recording, students will share their travel guides with the class, and possibly a larger online community.
FORMAT⁹	The finished product for Week 6 will be a 'Travel Guide.' The guide will be created using powerpoint or Voice Thread, and will include images, text, and voice recording. (Students will also use powerpoint or Voice Thread and audio recording to create their 'I' Poems in ELA Unit 1.) Students must hand in a final handwritten draft of the text.
TASK	Each week, students will create a piece of the project. They will use the 'Travel Guide Draft 1' (included in student materials) as their organizer for Weeks 1-5. In Week 1, students will use a world map to identify where they are from using world, continent, country, city/town/village and possibly neighborhood. In Week 2, students will create a community map of where they are from, including cardinal directions. In Week 3, students will describe the natural features and how people interact with these. Then in Weeks 4 and 5, students will describe different aspects of culture where they are from, as well as make recommendations for visitors. In Week 6, students will finalize and present their projects.
DIFFERENTIATION	All students will audio record their narratives. They will also write their travel guide text, using a template with sentence starters. Students who are new to print might only write key words for each section, and students with more language and literacy will write full sentences, using sentence frames.
TECHNOLOGY	If teachers do not have access to technology, students can write and illustrate the travel guides using paper. However, digitizing some aspect of all projects is ideal, in order to engage students and build digital literacy skills.
PRESENTATION	Because the projects will be audio-recorded and digitized in advance, the presentations will involve 'playing' the projects to the class at the end of Week 6. Following each presentation, audience members will speak to the presenter with comments, as well as connection and questions. The class will also identify similarities and differences in the places they are from.

⁸ The outcomes and rubrics to use in assessment of the Week 6 project are indicated in Week 6 of the Weekly Lesson Outline.

⁹ Model projects will be provided for some of the projects in 2013-2014. If there is no model in the curriculum, the teacher will need to create one.

3. LEARNING ACTIVITIES

Below is the focus for each week of the unit. See 'Weekly Lesson Outline' for a summary of each lesson in the unit.

WEEK	PURPOSE	FOCUS QUESTION ¹⁰
1	Engage & Build Background Zooming in and out of a World Map	EQ: Where are we from? EQ: How are these places similar and different?
2	Experience to Oral Language to Print Human-Made and Natural Features: On My Map	FQ: What does a map show about where I am from?
3	Presentations & Writing Human-Made and Natural Features: In my Culture	FQ: How do people interact with nature where I am from?
4	Experience to Oral Language to Print More Culture	FQ: How do people share culture where I am from?
5	¹¹ Writing More Culture	
6	Creative Projects & Presentations	EQ: Where are we from? EQ: How are these places similar and different?

¹⁰ In all other Social Studies units, there is one focus question for Weeks 2-3 and another focus question for Week 4-5. In Unit 1, two different focus questions were necessary for Week 2 and Week 3.

¹¹ In Unit 1 Social Studies, there are presentations in Weeks 3 and 6, not Week 5. Unit 1 across all subjects does not match all aspects of the Bridges Unit Structure, because the unit is introductory and six weeks, rather than seven weeks.

4. TEXTS¹² : Reading the World & Reading the Word¹³

CENTRAL TEXTS: Integrated Into Lessons

Non-Print: Images, Video, Music

- Google Earth
- Powers of Ten (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)

Natural Features

- 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>

Print

- *Beginner's World Atlas*¹⁴ (National Geographic Kids)
- *A Life Like Mine*
- *Material World: A Global Family Portrait*
- Picture Dictionary (ideally in English and home language)
- Student model project (to be added July 2013)

- **Week 1 Language Experience Approach (LEA)**¹⁵ - The World
- **Week 2 LEA text**- Travel and Directions
- **Week 3 LEA text**- People and Nature
- **Week 4 LEA text**- Culture
- **Week 5 LEA Text**- Culture (con't)

¹² See Bridges Booklist in Curriculum Introduction for full citations and lexile levels.

¹³ Freire, Paulo, and Donald P. Macedo. *Literacy: reading the word & the world* Critical studies in education series. South Hadley, Mass.: Bergin & Garvey Publishers, 1987.

¹⁴ Most Social Studies teachers have atlases. However, the *Beginner's World Atlas* (National Geographic) is excellent for Bridges and highly recommended.

¹⁵ LEA is the Language Experience Approach and is described in detail in the Teacher's Guide.

People Interacting with Nature

- 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

Music Around the World

- 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=dlxNlVcBXsU>

- Dembow Music Video- Dominican Republic

<http://www.youtube.com/watch?v=v01uVy7J6G0>

Food Around the World

- Images from *Food Markets of the World* or *What the World Eats*

Entertainment Around the World

- Dominoes in Jamaica

<http://www.youtube.com/watch?v=8q2C0C0utJA>

Traditions Around the World

- Hindu Baby Naming in the US

<http://www.youtube.com/watch?v=zqT5lw5wQu8>

SUPPLEMENTARY TEXTS: Optional

Non-Print: Images, Video, Music

Continents

- Online continent matching game
http://www.softschools.com/social_studies/continents/map.jsp
- Seven Continents Video
<http://www.youtube.com/watch?v=ur53arh-E>
- Seven Continents Song
<http://www.youtube.com/watch?v=Zya2bqrLVfl>

Print

- *As the Crow Flies: A First Book of Maps* (or any other text that shows a bird's eye view)

The following texts have rich images and difficult print:

- *A School Like Mine*
- *Celebrate: Connections Among Cultures*
- *Women in the Material World*
- *What the World Eats*
- *Food Markets around the World*