Cell Structure and Function

Identify
Pattern
Control
Process
Contain
Combine
Condense
Synthesis
Convert
Function

What does it mean?

Word:
Definition:

Part of speech:
- Noun
- Verb
- Adjective
- Adverb

Synonyms:
Antonyms:

Sentence:

Word:
Definition:

Part of speech:
- Noun
- Verb
- Adjective
- Adverb

Synonyms:
Antonyms:

Sentence:
Eukaryotic cell
Organelle
Cytoplasm
Nuclear envelope
Chromatin
Chromosome
Nucleolus
Ribosome
Endoplasmic reticulum
Golgi apparatus
Lysosome
Vacuole
Mitochondrion
Chloroplast
Cytoskeleton
Centriole

Vocabulary Sketches

Word: ____________________________
Definition: ______________________
Sketch: __________________________
Sentence: _______________________
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eukaryotic cell</td>
<td>Organelle</td>
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<tr>
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<td>Centriole</td>
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</tbody>
</table>

Illustration
Planning Instruction for ELLs in Integrated Content Area Classes

<table>
<thead>
<tr>
<th>Background Knowledge to Build</th>
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<tr>
<td>Communicative Functions Expected (Bilingual Progressions; with Differentiation for ELLs of Varied Proficiency Levels)</td>
</tr>
</tbody>
</table>

Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)
**Forms of Language**

- Irregular past tense verbs (rose, ran, bought, fell, sold, stuck, lost, burst, spent, withdrew, went)

- Time clauses (by 1928, in early September 1929, On October 24….)

- Other introductory clauses (Though…, although…. In reality,…..)

- Modifiers (panicked investors, career politician, utmost confidence, prosperous economy, average American, etc.)

---

**Stock Market Crash**

- Passive voice (are known as, which is found, is shown in, is called, is spread, is passed, are assembled, are synthesized, are made, are attached, are involved)

- Adverbs (newly made, see patterns clearly)

- Introductory clauses (in the same way, in some respects)

- Prepositions/Prepositional phrases (throughout, to and from)

---

**Cell Structures and Functions**
modifiers

- Panicked investors
- Career politician
- Overwhelming victory
- Utmost confidence
- Economic health/law
- Public office
- Prosperous economy
- Average Americans
- Quick profit
- Small percentage
- Frantically sell
- Shrewd investor
modifiers

- Specialized organs
- Major parts
- Hereditary information; Genetic information
- Dense region
- Coded instructions
- Nuclear envelope; nuclear pores
- Steady stream
- Granular material
- Threadlike structures
- Internal membrane system
- Specialized tasks
- Serious human diseases
- Saclike structures
- Large central vacuole
- Outer/Inner membrane
## Planning Instruction for ELLs in Integrated Content Area Classes

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Knowledge to Build</td>
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<tr>
<td>Communicative Functions Expected (Bilingual Progressions; with</td>
<td></td>
</tr>
<tr>
<td>Differentiation for ELLs of Varied Proficiency Levels)</td>
<td></td>
</tr>
</tbody>
</table>

Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)
TEXT STRUCTURE

- Chronological (Time Sequence)
- Cause/Effect
- Problem/Solution
- Description
- Enumeration
- Comparison/Contrast
Text Structure

Stock Market Crash

- Chronological/Time Sequence
- Definitions in Text

Cell Structure and Functions

- Enumeration
- Description
- Definitions
Graphic Organizers for Note Taking

Analyze the text structure

Choose a graphic organizer that matches the text structure

Provide models and demonstrations

Compare student products
# Graphic Organizers

## What's Inside?

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
<th>What is it?</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause</td>
<td>Effect</td>
<td>Graphic Organizer</td>
<td>1</td>
</tr>
<tr>
<td>Compare</td>
<td>Contrast</td>
<td>Graphic Organizer</td>
<td>2</td>
</tr>
<tr>
<td>Concept Definition Map</td>
<td>Graphic Organizer</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Drawing Conclusions</td>
<td>Graphic Organizer</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Identifying Author’s Purpose</td>
<td>Graphic Organizer</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Main Idea and Supporting Details</td>
<td>Graphic Organizer</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Making Inferences</td>
<td>Graphic Organizer</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Summarizing</td>
<td>Graphic Organizer</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
Stock Market Crash

Sequence Chart

First...

Next...

Next...

Next...

Next...

Next...

And finally...
Cell Structure and Functions

Concept Map: Extended Web

Cell Structure
Cell structures & functions
### Cell Structure and Functions

#### Note Taking Template:

<table>
<thead>
<tr>
<th>Cell Structure</th>
<th>Function(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>10.</td>
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<td>11.</td>
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<td>12.</td>
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<td>13.</td>
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<tr>
<td>14.</td>
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<tr>
<td>15.</td>
<td></td>
</tr>
</tbody>
</table>

#### Summary:

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Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)
Reading Comprehension Strategies

- Summarizing as you go
- Taking notes as you read; Determine importance
- Ask Questions
- Using Text Features (bolding; Glossing Re: Main Ideas)
- Reading Headings and Subheadings
- Reading Pull-Out Boxes, Captions

Stock Market Crash

- Re-reading difficult or dense text
- Taking notes as you read
- Monitor comprehension
- Visualize
- Reading Headings and Subheadings
- Using Text Features (bolding; “key” symbols)

Cell Structures & Functions
### Planning Instruction for ELLs in Integrated Content Area Classes

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Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)
<table>
<thead>
<tr>
<th>Stock Market Crash</th>
<th>Cell Structures and Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timelines (with insets)</td>
<td>Photographs</td>
</tr>
<tr>
<td>Photographs</td>
<td>Magnified Images</td>
</tr>
<tr>
<td>Political buttons</td>
<td>Diagrams (Labeled Diagrams)</td>
</tr>
<tr>
<td>Political cartoons</td>
<td>Captions</td>
</tr>
<tr>
<td>Line Graphs</td>
<td>Explanations of Figures</td>
</tr>
</tbody>
</table>
Thinking Like a Scientist

Measuring

When you take a picture with a camera, you end up with a photograph. When scientists take a picture of what they see with a microscope, the result is a micrograph.

When you see a micrograph in a book or magazine, how do you know the size of the original object? The secret is to look for a measurement—the micrograph's magnification. For example, the micrograph below shows bacteria found on a kitchen cutting board. Printed beside the image is x5,000. That's the magnification. It means that in this micrograph, the bacteria are 5,000 times (the x stands for "times") their actual size.

Practice the Skill

Now that you know the magnification "code," study the micrographs of the cells pictured at right. Then use what you've learned about micro-measuring to answer the questions.

1. What is the magnification of each micrograph?
2. Which cell or type of cell has been magnified the most? The least?
3. Which cell or type of cell is the smallest in real life?

Check It Out

Suppose you have permission to photocopy the picture of the Paramecium, and you enlarge it to twice its size. Would the magnification of x110 still be correct? Explain.
## Planning Instruction for ELLs in Integrated Content Area Classes

| Background Knowledge to Build |  |
| Academic Vocabulary to Develop |  |
| Forms of Language (Grammar) to Practice |  |
| Text Structure to Support (Discourse Structure) |  |
| Reading Skills and Strategies to Practice |  |
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| Communicative Functions Expected (Bilingual Progressions; with Differentiation for ELLs of Varied Proficiency Levels) |  |

Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)
Major Communicative Functions

Stock Market Crash
- State, tell, retell
- Describe
- Sequence events
- Explain causes and effects
- Explain the relationship between the stock market crash, bank failures and unemployment

Cell Structures and Functions
- Describe the function of....
- Describe the role of...
- Name functions of.....
- Compare a cell to a factory
- Compare an animal cell to a plant cell
- Define.....
- Identify/Label
Communicative Functions (Bilingual Progressions) and Differentiating Instruction in your Integrated ENL Classroom
ENL Progressions
Differentiated Instruction

Entering  Emerging  Transitioning  Expanding  Commanding

Amount, Complexity of Language Produced
Amount of Scaffolding Needed
Let’s Unpack the **Performance Level Descriptions** for Listening, Speaking, Reading and Writing, the **ToMs** and The **New Language Progression** Documents

What Do They Tell Us About What Students at Each Proficiency Level Can/Should Be Asked to Do?
Understanding the 5 Proficiency Levels

New Language Progressions

Targets of Measurement
 NYSESLAT

Communicative Functions

Performance Level Descriptions
 NYSESLAT

Proficiency Levels

Scaffolds; Supports; Grouping Arrangements

Language Output Expectations; Control
Dimensions of Performance:

- **Communicative task**—What the student is asked to do/performance task (identify, determine, organize, evaluate, integrate *information/ideas*).

- **Linguistic Complexity/Language Expectation**—The amount and nature of spoken or written output expected; coherence/cohesion of ideas, sentence types (few words, short phrases, predictable sentences, simple sentences, expanded, complex or variety of sentence types).

- **Level of Accuracy/Language Control** (*expressive*): numerous-to frequent,-to occasional-to infrequent errors; errors totally-mostly-partially-minimally obscure meaning.

- **Level of Support**: Substantial, moderate, limited, high level of independence, no support.

- **Type of Support/Scaffolds**: Use of instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from language (e.g. graphic organizers, pre-taught, pre-identified words and phrases), L1/L2.

- **Teaching Arrangements**: read alouds, partnerships, teacher-led, small groups, whole class, independent learning arrangements.

- **Vocabulary**—The amount of and precision of words or phrases expected; Focus on Tier 1, 2 (3) words (few, some, many).
NYS Proficiency Definitions

READ  LISTEN  VIEW

Receptive  Expressive

SPEAKWRITE
### Listening

<table>
<thead>
<tr>
<th>Anchor 1</th>
<th>Emerging (Entering)</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can determine key narrative elements and central ideas at grade level</td>
<td>Students may (with) substantial support, identify key words, phrases, or predictable sentences that signal important aspects of events, claims, counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message's theme at grade level</td>
<td>Students can (with moderate) support, identify most key words, phrases, simple sentences, or complex sentences that signal important aspects of events, claims, counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message's theme at grade level</td>
<td>Students can (with limited) support, identify most key words, phrases, simple sentences, or complex sentences that signal important aspects of events, claims, counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message's theme at grade level</td>
<td>Students can (with limited) support, identify most key words, phrases, simple sentences, or complex sentences that signal important aspects of events, claims, counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message's theme at grade level</td>
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</tbody>
</table>
| Target of Measurement 1 | **Speaking**
| Students can identify, discuss, and connect ideas at grade level | **Reading**
| Students can determine the meaning of key words, phrases, and their impact at grade level | **Writing**
| Students can determine the meaning of key words, phrases, and their impact at grade level | **Language Output Expectations; Control**

### Speaking

- Students can determine the meaning of key words, phrases, and their impact at grade level
- Students can identify most of the literal meaning Tier 1 & Tier 2 words and phrases, and their impact at grade level
- Students can determine most of the literal meaning Tier 1 & Tier 2 words and phrases, and their impact at grade level
- Students can determine most of the literal meaning Tier 1 & Tier 2 words and phrases, and their impact at grade level

### Reading

- Students can determine the meaning of key words, phrases, and their impact at grade level
- Students can determine the meaning of key words, phrases, and their impact at grade level
- Students can determine the meaning of key words, phrases, and their impact at grade level
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### Writing

- Students can determine the meaning of key words, phrases, and their impact at grade level
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## New Language Progressions - Listening

<table>
<thead>
<tr>
<th>NEW LANGUAGE AND S PROGRESSIONS (SL/New Language)</th>
<th>Grad Year: 10: Speaking and Listening 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core Anchor Standard (SL.3): Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.</td>
<td>Main Academic Demand: Evaluate Speaker’s Point of View</td>
</tr>
<tr>
<td>Common Core Grade 9–10 Standard (SL.9–10.3): Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric, identifying a speaker’s use of fallacious reasoning or examples of distorted evidence.</td>
<td>Grade Level Academic Demand: Evaluate Speaker’s Point of View, Evidence and Rhetoric Identify Distorted Evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Levels of Language Development</th>
<th>Entering (Beginner)</th>
<th>Emerging (Low Intermediate)</th>
<th>Transitioning (High Intermediate)</th>
<th>Expanding (Advanced)</th>
<th>Commanding (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECEPTIVE</td>
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<tr>
<td>Oracy and Literacy Links</td>
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<tr>
<td>Reading-Centered Activity:</td>
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<tr>
<td>Organize prethought words</td>
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<tr>
<td>and phrases on a T-chart that</td>
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<tr>
<td>compares and contrasts</td>
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<td>speaker’s point of view.</td>
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<td>in the new and/or the home</td>
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<td>language.</td>
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<tr>
<td>identifies the speaker’s main</td>
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<td>ideas(s), sound reasoning and</td>
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<tr>
<td>evidence, to identify and</td>
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<tr>
<td>evaluate evidence used by the</td>
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<tr>
<td>speaker when reading a speech</td>
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<tr>
<td>or position paper in the new</td>
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<td>and/or the home language.</td>
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<tr>
<td>Reading-Centered Activity:</td>
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<td></td>
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<td>Organize phrases and sentences</td>
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</tr>
<tr>
<td>on a partially completed T-chart that identifies the speaker’s main idea(s), sound reasoning and evidence, to identify and evaluate evidence used by the speaker when reading a speech or position paper in the new and/or the home language.</td>
<td></td>
<td></td>
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When acquiring a new language, using grade level texts and appropriate supports, students are able to:

- **Scaffolds; Supports; Grouping Arrangements**
## Support Examples

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Real-life objects (realia)</td>
<td>• Charts</td>
<td>• In pairs or partners</td>
</tr>
<tr>
<td>• Manipulatives</td>
<td>• Graphic organizers</td>
<td>• In triads or small groups</td>
</tr>
<tr>
<td>• Pictures &amp; photographs</td>
<td>• Tables</td>
<td>• In a whole group</td>
</tr>
<tr>
<td>• Illustrations, diagrams &amp; drawings</td>
<td>• Graphs</td>
<td>• Using cooperative group structures</td>
</tr>
<tr>
<td>• Magazines &amp; newspapers</td>
<td>• Timelines</td>
<td>• With the Internet (Web sites) or software programs</td>
</tr>
<tr>
<td>• Physical activities</td>
<td>• Number lines</td>
<td>• In the native language (L1)</td>
</tr>
<tr>
<td>• Videos &amp; Films</td>
<td></td>
<td>• With mentors</td>
</tr>
<tr>
<td>• Broadcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Models &amp; figures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Targets of Measurement: Writing

<table>
<thead>
<tr>
<th>Claim</th>
<th>Anchor</th>
<th>Target of Measurement</th>
<th>Language Purpose/Function/Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL CLAIM 1</strong></td>
<td><strong>ANCHOR 1</strong></td>
<td><strong>TOM.W.9–12.1</strong> Students can use grade-appropriate language to orient the reader, logically organize and connect ideas, and provide closure in a written text.</td>
<td><strong>produce:</strong> a clear introduction or orientation ideas presented and connected in an organized manner concluding words or phrases</td>
</tr>
<tr>
<td>Students can structure thoughts and ideas in writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ANCHOR 2</strong></td>
<td></td>
<td><strong>TOM.W.9–12.2</strong> Students can use grade-appropriate words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.</td>
<td><strong>provide or describe:</strong> an individual, an event, a place, or an idea precisely precise, relevant details precise, relevant facts, claims, or evidence grade-level Tier 2 and Tier 3 words to explain ideas, claims, or evidence</td>
</tr>
<tr>
<td>Students can adapt vocabulary appropriately when writing.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>GENERAL CLAIM 2</strong></td>
<td><strong>ANCHOR 3</strong></td>
<td><strong>TOM.W.9–12.3</strong> Students can use grade-appropriate language to provide or refer to multiple characters, well-chosen details, sequenced events, and closure to develop a narrative text.</td>
<td><strong>establish or develop:</strong> narrative elements (a narrator, characters, setting, events, situation) well-chosen descriptive details to create precise images a well-sequenced, cohesive narrative closure to a narrative</td>
</tr>
<tr>
<td>Students can write about literary and informational texts and topics.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>ANCHOR 4</strong></td>
<td></td>
<td><strong>TOM.W.9–12.4</strong> Students can use grade-appropriate language to provide precise, well-chosen, cohesive claims and evidence; a variety of support; and closure to develop an informational text.</td>
<td><strong>produce or develop:</strong> a topic with claims and evidence well-chosen evidence (facts and details) to support a claim or an opinion logical transitions and connections between ideas to create cohesion closure to a topic</td>
</tr>
<tr>
<td>Students can create an informational written text.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
How do language expectations change for Listening?

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Vocabulary Targets</th>
<th>Type of Support Scaffolds</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Identify a few words Short phrases Predictable sentences (that...)</td>
<td>Determine the literal meaning of some Tier 1 words and their impact</td>
<td>Organize pre-taught words in a main idea web In new or home language</td>
<td>Read aloud Partnerships Teacher-led groups</td>
<td>Substantial support</td>
</tr>
<tr>
<td></td>
<td>Some ToMs don’t apply</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emerging</td>
<td>Identify some words, phrases Few simple sentences (that...)</td>
<td>Determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact</td>
<td>Organize pre-identified words in main idea web In new or home language</td>
<td>Read Aloud Partnerships Teacher-led groups</td>
<td>Moderate Support</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Identify most phrases, simple sentences and a few expanded or complex sentences (that...)</td>
<td>Determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and phrases and their impact</td>
<td>Organize phrases and sentences on partially completed main idea web In new or home language</td>
<td>Read Aloud Partnerships Teacher-led groups Whole class</td>
<td>Limited Support</td>
</tr>
<tr>
<td>Expanding</td>
<td>Identify most simple or some expanded or complex sentences (that...)</td>
<td>Determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and phrases and their impact</td>
<td>Complete a main idea web In new language</td>
<td>Small group Whole class After teacher modeling</td>
<td>Largely Independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>Identify a variety of simple, expanded and complex sentences (that...)</td>
<td>Determine most of the literal, figurative or connotative meanings of Tier 1 and 2 words and phrases and their impact</td>
<td>Create or complete a main idea web In new language</td>
<td>Small group Whole class Individually</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

* Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement
<table>
<thead>
<tr>
<th>Proficiency level</th>
<th>Language Proficiency</th>
<th>Vocabulary Targets</th>
<th>Type of Support</th>
<th>Teaching Arrangement</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>A few words</td>
<td>Determine the literal meaning of some Tier 1 words and their impact in text</td>
<td>Organize pre-taught words in a main idea web; graphic organizer in new or home language</td>
<td>Read Aloud Partnerships Teacher-led groups</td>
<td>Substantial support</td>
</tr>
<tr>
<td>Anchor 4 and 5 don’t apply to Entering involve text structures</td>
<td>Short phrases Predictable sentences that indicate, signal, refer to information, a claim, evidence, a message, theme, etc.</td>
<td>Determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in text</td>
<td>Organize pre-identified words in main idea web; graphic organizer in new or home language</td>
<td>Read Aloud Partnerships Small groups</td>
<td>Moderate Support</td>
</tr>
<tr>
<td>Emerging</td>
<td>Some words, phrases Few simple sentences that...</td>
<td>Determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and phrases and their impact in text; use context clues &amp; textual information to determine meaning</td>
<td>Organize phrases and sentences on partially completed main idea web; graphic organizer in new or home language</td>
<td>Read Aloud Partnerships Small groups Whole class</td>
<td>Limited Support</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Most phrases, simple sentences and a few expanded or complex sentences that...</td>
<td>Determine most of the literal and some of the figurative or connotative meanings of Tier 1 &amp; 2 words and phrases and their impact in text; use imagery to find meaning</td>
<td>Organize main idea and supportive details after teacher modeling; with a glossary in new language</td>
<td>Partnership Small group Whole Class</td>
<td>Largely Independent</td>
</tr>
<tr>
<td>Expanding</td>
<td>Most simple or some expanded or complex sentences that...</td>
<td>Determine most of the literal, figurative or connotative meanings of Tier 1 &amp; 2 words and phrases and their impact in text</td>
<td>Organize information on a note taking guide in new language</td>
<td>Partnership Small Group Whole Class Individually</td>
<td>No Support Needed</td>
</tr>
<tr>
<td>Commanding</td>
<td>A variety of simple, expanded and complex sentences that...</td>
<td>Determine most of the literal, figurative or connotative meanings of Tier 1 &amp; 2 words and phrases and their impact in text</td>
<td>Organize information on a note taking guide in new language</td>
<td>Partnership Small Group Whole Class Individually</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

*Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement*
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<th>Vocabulary Targets</th>
<th>Type of Support Scaffolds</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Uses a few words Short phrases Predictable sentences</td>
<td>Response may contain errors that totally obscure meaning</td>
<td>Use common Tier 1 and grade level Tier 2 words and short phrases</td>
<td>Use sentence starters with or without graphics; New and home language</td>
<td>Partnerships Teacher-led groups</td>
<td>Substantial support</td>
</tr>
<tr>
<td></td>
<td>Some ToMs not applicable</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Emerging</td>
<td>Uses phrases and simple sentences</td>
<td>Response may contain errors in words and structure that mostly obscure meaning</td>
<td>Use words and short phrases including common grade level Tier 2 words; Describe ideas and facts</td>
<td>Use sentence starters with or without graphics; New and home language</td>
<td>Partnerships Small groups Whole class</td>
<td>Moderate Support</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Uses simple sentences and expanded sentences</td>
<td>Response may contain errors in words and structure that partially obscure meaning</td>
<td>Use words and phrases including a few grade level Tier 2 &amp; 3 words; Describe detailed ideas and facts</td>
<td>Use word bank; graphics New and home language</td>
<td>Partnerships Small groups Whole class</td>
<td>Limited Support</td>
</tr>
<tr>
<td>Expanding</td>
<td>Uses simple, expanded or complex sentences</td>
<td>Response may contain some errors in words and structure that minimally obscure meaning</td>
<td>Use words and phrases including some grade level Tier 2 &amp; 3 words; Describe detailed ideas and facts</td>
<td>Use previously completed graphic organizer, T chart New language</td>
<td>Partnerships Small Groups Whole Class</td>
<td>Largely Independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>Uses a variety of simple, expanded and complex sentences and fluid language</td>
<td>Response contains few or no errors in word choice and structure that obscure meaning</td>
<td>Use words and phrases including grade level Tier 2 and 3 words; Offer precisely detailed descriptions</td>
<td>Use knowledge of the topic or text independently; New language</td>
<td>Small groups Whole class</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Proficiency Levels</th>
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<th>Organization</th>
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<th>Type of Support</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>A few words; Short phrases; Predictable sentences</td>
<td>Writing includes numerous errors; errors may totally obscure meaning</td>
<td>Writing lacks orientation, organized or connected ideas or closure; lacks development</td>
<td>Use common Tier 1 and grade level Tier 2 words and short phrases; Give ideas and facts</td>
<td>Structure thoughts and ideas; Cloze paragraph</td>
<td>Partnerships; Teacher-led groups</td>
<td>Substantial support</td>
</tr>
<tr>
<td>Emerging</td>
<td>Some words, phrases; Few simple sentences</td>
<td>Writing includes frequent errors; errors may obscure meaning</td>
<td>Writing includes basic orientation, organized or connected ideas or closure; basic development</td>
<td>Use words and short phrases including common grade level Tier 2 words; Describe ideas and facts</td>
<td>Write one to two paragraphs; New or home language</td>
<td>Partnerships; Small groups</td>
<td>Moderate Support</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Most phrases, simple sentences and a few expanded or complex sentences</td>
<td>Writing includes frequent errors; errors may obscure meaning</td>
<td>Writing includes limited orientation, logically organized or connected ideas, and/or closure; limited development</td>
<td>Use words and phrases including a few grade level Tier 2 &amp; 3 words; Describe detailed ideas and facts</td>
<td>Use a word bank or graphic organizer to write a short essay; New or home language</td>
<td>Partnerships; Small groups; Whole class</td>
<td>Limited Support</td>
</tr>
<tr>
<td>Expanding</td>
<td>Most simple or some expanded or complex sentences</td>
<td>Writing includes occasional errors; errors do not obscure meaning</td>
<td>Writing includes partial orientation, logically organized and connected ideas and closure, partial development</td>
<td>Include some grade level Tier 2 &amp; 3 words; Describe detailed ideas and facts</td>
<td>Use a teacher-provided model and graphic organizers to write an essay; New language</td>
<td>Partnerships; Small groups</td>
<td>Largely Independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>A variety of simple, expanded and complex sentences</td>
<td>Writing includes infrequent errors; errors do not obscure meaning</td>
<td>Writing includes sufficient orientation, logically organized and connected ideas and closure</td>
<td>Use words and phrases including grade level Tier 2 &amp; 3 words; Give precisely detailed descriptions</td>
<td>Use knowledge of the topic independently to write a multiple-page essay; New language</td>
<td>Partnerships; Small groups; Independently</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

Have Same Charts for Grades 5-6

Nancy Cloud, Ed.D., 2016; Nancycloud2@gmail.com
What Did You Notice:
Planning for a Multi-Level Class

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<tbody>
<tr>
<td>Language-Based Expectations:</td>
<td>Language-Based Expectations:</td>
<td>Language-Based Expectations:</td>
<td>Language-Based Expectations:</td>
<td>Language-Based Expectations:</td>
<td>Language-Based Expectations:</td>
</tr>
</tbody>
</table>

Standards-Based Content or Topic (from the curriculum):

| Scaffolding and Support: | Scaffolding and Support: | Scaffolding and Support: | Scaffolding and Support: | Scaffolding and Support: | Scaffolding and Support: |

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Scaffolding

Figure 3G: Examples of Sensory, Graphic and Interactive Supports

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
</table>
| • Real-life objects (realia)  
• Manipulatives  
• Pictures & photographs  
• Illustrations, diagrams & drawings  
• Magazines & newspapers  
• Physical activities  
• Videos & Films  
• Broadcasts  
• Models & figures | • Charts  
• Graphic organizers  
• Tables  
• Graphs  
• Timelines  
• Number lines | • In pairs or partners  
• In triads or small groups  
• In a whole group  
• Using cooperative group structures  
• With the Internet (Web sites) or software programs  
• In the native language (L1)  
• With mentors |
Tie Instruction to City and State Standards
New York City
9-12
Social Studies
Scope & Sequence
2014-2015
## Grade Eleven: United States History and Government

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>SEPTEMBER – OCTOBER</td>
<td>NOVEMBER</td>
<td>DECEMBER – JANUARY</td>
<td>FEBRUARY – MID-MARCH</td>
<td>MID-MARCH – APRIL</td>
<td>MAY</td>
<td>JUNE</td>
</tr>
<tr>
<td>Essential Question: What are American foundations for liberty and freedom?</td>
<td>Essential Question: Was the Civil War inevitable?</td>
<td>Essential Question: How was America’s response to the challenges of growth &amp; progress aligned to its ideals of democracy?</td>
<td>Essential Question: How does a nation balance its own needs and interests with that of other nations?</td>
<td>Essential Question: To what extent have America’s responses to foreign policy challenges been successful?</td>
<td>Essential Question: Is there one America or many?</td>
<td>Essential Question: Is the United States moving toward or away from its foundational ideals?</td>
</tr>
</tbody>
</table>

### Inquiries

1. How did Native Americans of the Atlantic coast resist European settlement?
2. How did the geographic location of colonial cities influence their development?
3. What demographic forces contributed to the emergence of slavery?
4. What factors led English men and women to move to the 13 colonies? What factors led the Irish to move or be deported to the 13 colonies? What factors led the Dutch to immigrate to Colonial NY, NJ, and DE?
5. Was the Declaration of Independence a revolutionary document?
6. What role did compromise play in creating the U.S. Constitution?
7. Would the Civil War have occurred without the invention of the Cotton Gin? Why or Why not?
8. Why did legislative compromises dealing with slavery and expansion fail to avoid a constitutional crisis?
9. Was the treatment of Native Americans by the U.S. government inconsistent with fundamental American values?
10. In what ways was the United States becoming a nation of two economic systems during 1800–1861?
11. How did Reconstruction affect the lives of all southerners?
12. Should Reconstruction be considered a success or failure?
13. Did Westward Expansion nurture or restrict democracy? For Native Americans? For slaves? For the environment?
14. How did the Industrial Revolution transform American society?
15. What were the greatest challenges that immigrants faced in the United States?
16. Which groups suffered the most from the Stock Market Crash of 1929 and the Great Depression? Why? Did the New Deal alleviate their suffering?
17. What were the economic, political and social causes of American imperialism?
18. Did the United States become an empire in the years 1890–1940? Why or Why not?
19. How did WWI and WWII benefit the U.S. economy?
20. What important social changes took place in America during and after WWI?
21. Why was the KKK able to become a national organization during the 1920s?
22. Following WWII, was the U.S. an effective mediator in the conflicts in the Middle East? Why or Why not?
23. Did President Reagan “win the Cold War”? Why or Why not?
24. Why did the H-bomb and threat of nuclear annihilation affect American society?
25. How did the Interstate Highway Act transform American society?
26. Why weren’t Jim Crow laws affected after the Brown v. Board of Education decision?
27. Has America lived up to the vision of Dr. Martin Luther King, Jr.?
28. What were the actions and values of the American counterculture and New Left in the 1960s?
29. How do federal, state and local legislation affect de jure and de facto discrimination?
30. What is globalization and why does it matter?
31. How did the strengths and weaknesses of the U.S. economy shape foreign and domestic policy?
32. How did Clinton’s foreign policy differ from the policies of Reagan/Bush?
33. What led to the invasion of Afghanistan and the 2nd Iraq War? What were the consequences? How does the War on Terror compare to earlier U.S. military operations in Panama, Vietnam, and/or Korea?
34. Are we a nation of haves and have-nots? Why is it so difficult to discuss class in the U.S.?
<table>
<thead>
<tr>
<th>UNIT 1: Forming a Union: Colonial and Constitutional Foundations (1607 – ca. 1800)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPTEMBER – OCTOBER</td>
</tr>
<tr>
<td>Essential Question:</td>
</tr>
<tr>
<td>What are America’s foundations for liberty and freedom?</td>
</tr>
</tbody>
</table>

- Executive Cabinet
- Washington’s advice to avoid political parties
- Neutrality: Election of 1800
- Thomas Jefferson’s election
  - Tradition of peaceful transfer of power
  - Presidential election of power

The Marshall Court (1801 – 1835)
- John Marshall, Federalist, strengthening of the Federal government and the Judicial Branch
- Marbury v. Madison (1803)
- McCulloch v. Maryland (1819)
- Gibbons v. Ogden (1824)

---

<table>
<thead>
<tr>
<th>UNIT 3: Post-Civil War America: Industrialization, Urbanization and the Progressive Movement (1865 – ca. 1900)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECEMBER – JANUARY</td>
</tr>
<tr>
<td>Essential Question:</td>
</tr>
<tr>
<td>How was America’s response to the challenges of growth &amp; progress aligned to its ideals of democracy?</td>
</tr>
</tbody>
</table>

- Mergers and trusts – United States v. E.C. Knight (1895)
- Strengthening railroad regulation and consumer protection (Commerce Act, Sherman Antitrust Act)
- Trust-busting (Northern Securities Co. v. United States (1904), Standard Oil)

Rapid Industrialization and Urbanization Leads to New Reforms 11.8b
- New sources of labor/immigrants (eastern/southern Europe and Asia)
- Demographic trends 1840 – 1920 (Irish, Italian, Russian, Jewish, Polish immigration)
- Push factors leading to immigration (political unrest, famine, unemployment, war, religious persecution)

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<table>
<thead>
<tr>
<th>UNIT 4: Prosperity and Depression: At Home and Abroad (ca. 1880 – 1941)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEBRUARY – MID-MARCH</td>
</tr>
<tr>
<td>Essential Question:</td>
</tr>
<tr>
<td>How does a nation balance its own needs and interests with that of other nations?</td>
</tr>
</tbody>
</table>

Onset of the Great Depression
- Weakness in the economy
- Overproduction/underconsumption
- The Dust Bowl
- Overexpansion of credit
- The stock market crash, Black Tuesday, Black Thursday
- Worldwide effects
- Interdependent banking systems
- Political repercussions

Culture (Langston Hughes and John Steinbeck, WPA, Hollywood, comic books and superheroes)
- Herbert Hoover
- Rugged individualism, trickle-down economics
- Reconstruction Finance Corporation
- Boulker Dam (Hoover Dam), public works jobs
- Unemployment, Bonus Army, General MacArthur, Hooverites

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<table>
<thead>
<tr>
<th>UNIT 5: World War II and the Cold War (1935 – 1990)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MID-MARCH – APRIL</td>
</tr>
<tr>
<td>Essential Question:</td>
</tr>
<tr>
<td>How does America respond to foreign policy challenges been successful?</td>
</tr>
</tbody>
</table>

Foreign Policy 11.8c
- The U.S. and the Middle East during the Cold War
- The U.S. after Vietnam
- Embargo against Cuba
- Fall of South Vietnam
- U.S. support for the State of Israel
- Camp David Accords
- Oil crisis
- Middle East mediation
- The Afghanistan invasion by Russia
- U.S. boycotts Olympics and grain
- SALT II
- Iranian hostage crisis
- Falling popularity of Carter
- The Cold War Ends 11.9d
- Reagan Doctrine
- Evil empire speech
- Russian invasion of Afghanistan, U.S. support for Afghanistan

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<table>
<thead>
<tr>
<th>UNIT 6: Social and Economic Change: Domestic Issues (1945 – present)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAY</td>
</tr>
<tr>
<td>Essential Question:</td>
</tr>
<tr>
<td>Is there one America or many?</td>
</tr>
</tbody>
</table>

Environmental problems
- Oil crisis, shifting energy priorities
- Environmental Protection Agency
- Environmental concerns, Three Mile Island, toxic waste, acid rain
- Silent Spring
- Clean Air Acts, Clean Water Act, Endangered Species Act, Environmental Protection Agency
- Modifications to Great Society programs

New approaches to old and new problems
- Modifications to the DEA, food stamps, revenue sharing
- Ratification of the 16th Amendment
- Feast and famine
- The problems of poverty in an affluent society
- Immigration Debate, Immigration Act of 1965
### Grade 8

#### UNIT 2: A Changing Society and The Progressive Era

**OCT. - NOV.**

- Essential Question: How do people, policies and technological advances shape a nation?
- Key events: Haymarket Affair, Pullman Strike, International Ladies Garment Workers' Union Strike.
- Rise of civil service.
- The Progressive Era 8.2e
  - Populist Party
- Muckrakers
- NAACP and civil rights movements
- Temperance and prohibition
- Settlement houses
- Growth of the women's suffrage movement
- The 19th Amendment (1920)
- Rise of the Socialist Movement

#### UNIT 4: WWI and The United States between Wars

**JAN. - FEB.**

- Essential Question: How do a nation respond to economic, political and social challenges?
- New production methods (assembly line)
- Bank failures
- Stock Market crash
- ‘Black Tuesday’
- The Great Depression 8.5b
  - Government regulation of social problems
  - Government response to economic crisis
  - Loss of jobs, wealth, and homes
  - Impact based on class, race, and gender
  - Conditions in NYC
- The Dust Bowl
  - Man-made and environmental conditions
  - Federal assistance, Farm Security Act (1937)
  - Changes in family structure, cultural consequences
  - Migrant workers

#### UNIT 5: The United States Assumes Worldwide Responsibilities

**MARCH - APRIL**

- Essential Question: What are the ways in which nations rise to power?
- NATO/Warsaw Pact
- Hungarian uprising
- Superpower rivalry (arms race, threat of nuclear weapons, space race)
- Detente/arms control (SALT treaties)
- Peace talks (1980s)
- Fall of Berlin Wall
- End of Cold War
- United States Post-War Foreign and Domestic Policy 8.7b
  - Communist expansion
  - McCarthyism and the second Red Scare
  - U.S. policy of containment
  - Truman Doctrine
  - Marshall Plan
  - Korean War
  - Cuban Missile Crisis
  - Vietnam War
  - Domino Theory

#### UNIT 6: The Changing Nature of the American People

**MAY - JUNE**

- Essential Question: How do competing views of power and morality lead to global conflict?
- Oil crisis/inflation
- The Vietnam War and the War on Poverty 8.9c
- Medicare and Medicaid
- The Great Society
- 1960s counterculture
- The draft
- Peace movement
- Civil Liberties: Debates 8.9e
  - Miranda v. Arizona (1966)
  - Gun violence and Second Amendment
  - Cyber-bullying
  - Electronic surveillance
### Grade 8: United States and New York State History

#### UNIT 2: A Changing Society and The Progressive Era

**Oct. – Nov.**

**Essential Question:** How do people, policies and technological advances shape a nation?

- Industries and technology
- Rise of banking and financial institutions
- Labor force
- Growth of industrial urban centers
- Economic concepts (capitalism, mixed economy, scarcity)

**Government and Business**

8.2.b, 8.2d, 8.2e

- Relationships between government and business
  - Political parties
  - Laissez-faire government
  - End of Boss Tweed and Tammany Hall
  - Early attempts to unionize: goals and tactics of labor unions
  - Knights of Labor, American Federation of Labor, and International Workers of the World

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#### UNIT 4: WWI and The United States between Wars

**Jan. – Feb.**

**Essential Question:** How does a nation respond to economic, political and social challenges?

- B.5 GREAT DEPRESSION: Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped create intensive government interventions in the United States economy and society. (Standards 1, 3, 5)

**Economic Practices of the 1920s 8.5a**

- Government protection of business
- Tariffs and international trade
- Consumer economy
- Increase in the use of credit
- Agrarian to industrial
- Disparity of wealth; rise of poor and unemployed

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#### UNIT 5: The United States Assumes Worldwide Responsibilities

**March – April**

**Essential Question:** How do competing views of power and morality lead to global conflict?

- Reparations for human rights violations
- The United Nations
- The United States as a world power

- B.7 FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States. (Standards 1, 2, 4, 5)

- Competing superpowers 8.7a
- The Cold War
- Soviet Bloc
- Berlin Wall

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#### UNIT 6: From World War II to the Present: The Changing Nature of the American People

**May – June**

**Essential Question:** Has the United States of America lived up to the promise and potential of its history and status?

- Assassination of major leaders (1960s)
- The feminist movement (1970s)
- American Indian Movement

**Political Challenges** (1960’s – present)

- Watergate Scandal
- Nixon’s resignation
- Economic recession
- Presidential cuts to social programs and taxes
# New York State P-12 Science Learning Standards

## Developing and Using Models

### MS.LS.1. Structure and Function
- All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).
- Within cells, different structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.
- In multicellular organisms, the body is a system of many interacting subsystems. These subsystems are groups of cells that work together to form tissues or organs that are specialized for particular body functions.

### MS.LS.3. Information Processing
- Each nerve receptor responds to different body (e.g., neural, chemical, mechanical) stimuli in the environment, which are transmitted in the brain as electrical and chemical signals.

## Science and Engineering Practices

### Obtaining, Evaluating, and Communicating Information
- Gathering and evaluating information from multiple sources can help support or challenge hypotheses.

## Interdependence of Science, Engineering, and Technology

### Science in a Human Endeavor
- Scientific and engineering progress by asking and answering questions about the natural world, and by engaging in activities that develop new procedures and technologies.

## Connections to Engineering, Technology, and Applications of Science

## Connections to Nature of Science

### Consequence, Cause, and Effect
- Causality and effect relationships may be used to predict phenomena in natural systems.

### Meters, Proportion, and Quantity
- Phenomena that can be observed at any scale can be related to another state.

### Systems and System Models
- Systems may interact with other systems, and these subsystems and systems may have subcomponents and be part of larger complex systems.

### Science as a Human Endeavor
- Scientific and engineering progress by asking and answering questions about the natural world, and by engaging in activities that develop new procedures and technologies.

## Consequence, Cause, and Effect
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New York State P-12 Science Learning Standards

**HS. Structure and Function**

Students who demonstrate understanding can:

- **HS-LS1-1.** Construct an explanation based on evidence for how the structure of DNA determines the properties of proteins which carry out the essential functions of life.

- **HS-LS1-2.** Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

- **HS-LS1-3.** Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

**Science and Engineering Practices**

- **Developing and Using Models**
  - Modeling in P-12 builds on K-6 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables in systems and their components in the natural and designed world.
  - Design and use a model based on evidence to illustrate the relationships between systems of different component systems.

- **Planning and Carrying Out Investigations**
  - Planning and carrying out P-12 building block K-6 experiences and progressions to include investigations that provide evidence for and support conceptual models, mathematical, physical, and simple models.
  - Conduct and analyze multiple variable investigations collaboratively, to produce data to serve as the basis for evidence, and in the design: decide on variables, plan and carry out investigations, and reason about experience limitations on the precision of the data.
  - Conclude and apply the evidence.

**Constructing Explanations and Designing Solutions**

- **Constructing explanations** based on evidence from student investigations, models, theories, simulations, peer review, and the adequacy of theories and models that describe the natural world as they apply in the past and will continue to do so in the future.

**Crossteaching Concepts**

- **LS1A: Structure and Function**
  - Systems of specialized cells within organisms help them perform the essential functions of life.

- **LS1B: Systems**
  - All living things share common characteristics in the form of DNA molecules.

- **Crosscutting Concepts**

**ELA/Literacy**

- **RST.11-12.1** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inaccuracies in the account (HS-LS1-3).

- **WHST.9-10.1** Write informational/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes (HS-LS1-1).

- **WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using at least three different sources, assess the strength of evidence for the credibility of multiple authors, and integrate information into a coherent synthesis selectively to maintain the flow of a text, avoiding plagiarism and overreliance on any one source and following a standard format for citation (HS-LS2-7).

- **WHST.9-10.2** Make strategic use of digital media (e.g.,两天, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and inferences (HS-LS1-3).