# New York City Social Studies Scope & Sequence

## Grade Eleven: United States History and Government

### UNIT 1: Forming a Union — Colonial and Revolutionary Foundations (1607 – ca. 1800)

**Essential Question:** What are American foundations for liberty and freedom?

<table>
<thead>
<tr>
<th>SEPTEMBER – OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER – JANUARY</th>
<th>FEBRUARY – MID-MARCH</th>
<th>MID-MARCH – APRIL</th>
<th>MAY</th>
<th>JUNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What factors influenced the decision to found settlements in the Americas?</td>
<td>2. What factors led to the formation of the 13 colonies?</td>
<td>3. What factors led to the foundation of the United States?</td>
<td>4. How did the geographical location of colonial sites influence Pan development?</td>
<td>5. How did local conditions contribute to the growth of slavery?</td>
<td>6. What factors led to English and Dutch wars to secure control of the continent and to be deported to the 13 colonies? What factors led to the Dutch immigration?</td>
<td>7. How did the British colonies begin to resist the early British attempts to control them?</td>
</tr>
</tbody>
</table>

### UNIT 2: Expansion, Illumination, and Reform (1800 – 1865)

**Essential Question:** How did Native Americans influence their development?

<table>
<thead>
<tr>
<th>SEPTEMBER – OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER – JANUARY</th>
<th>FEBRUARY – MID-MARCH</th>
<th>MID-MARCH – APRIL</th>
<th>MAY</th>
<th>JUNE</th>
</tr>
</thead>
</table>

### UNIT 3: The United States and Globalization (1990 – present)

**Essential Question:** Is there one America or many?

<table>
<thead>
<tr>
<th>SEPTEMBER – OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER – JANUARY</th>
<th>FEBRUARY – MID-MARCH</th>
<th>MID-MARCH – APRIL</th>
<th>MAY</th>
<th>JUNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1</td>
<td>UNIT 2</td>
<td>UNIT 3</td>
<td>UNIT 4</td>
<td>UNIT 5</td>
<td>UNIT 6</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 1:</strong> Colonial and Revolutionary Foundations (1607 – ca. 1789)</td>
<td><strong>UNIT 2:</strong> The United States Between Wars (1900 – ca. 1945)</td>
<td><strong>UNIT 3:</strong> Post-Civil War America: Industrialization, Urbanization, and Reform (1865 – ca. 1913)</td>
<td><strong>UNIT 4:</strong> The United States Assumes World Responsibilities</td>
<td><strong>UNIT 5:</strong> The Changing World and the American People</td>
<td><strong>UNIT 6:</strong> Globalization and Economic Change (20th – present)</td>
<td></td>
</tr>
</tbody>
</table>

**SEPTEMBER – OCTOBER**

**Essential Question:** How did events shape the new nation?

- Washington’s decision to avoid political parties
- Treaty of Paris (1783)
- Federalist and Anti-Federalist responses
- Election of 1796
- Alexander Hamilton
- John Jay

**November – December**

**Essential Question:** What were the challenges and achievements of the Constitution?

- Constitutional Convention
- Bill of Rights
- Federalists versus Anti-Federalists
- Washington’s inauguration

**DECEMBER – JANUARY**

**Essential Question:** How did America’s leaders respond to the challenges of the War of 1812?

- Battle of New Orleans
- Treaty of Ghent
- Monroe Doctrine

**FEBRUARY – MARCH**

**Essential Question:** How did America’s leaders respond to the challenges of the Civil War?

- Emancipation Proclamation
- Battle of Gettysburg
- Reconstruction

**MARCH – APRIL**

**Essential Question:** How did America’s leaders respond to the challenges of World War I?

- Woodrow Wilson’s leadership
- The Great War
- The Treaty of Versailles

**MAY – JUNE**

**Essential Question:** How did America’s leaders respond to the challenges of the Great Depression?

- The stock market crash
- The Dust Bowl
- New Deal policies

**JANUARY – FEBRUARY**

**Essential Question:** How did America’s leaders respond to the challenges of the Cold War?

- Truman Doctrine
- Marshall Plan
- Berlin Blockade

**MARCH – APRIL**

**Essential Question:** How did America’s leaders respond to the challenges of World War II?

- Pearl Harbor
- D-Day invasion
- V-E Day

**MAY – JUNE**

**Essential Question:** How did America’s leaders respond to the challenges of the post-Cold War era?

- End of the Cold War
- September 11, 2001
- War on Terror

**OCT. – NOV.**

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

- Immigration Act of 1965
- Brown v. Board of Education
- Women’s suffrage movement

**JANUARY – FEBRUARY**

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

- FDR’s New Deal
- WWII
- Hiroshima

**MARCH – APRIL**

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

- The Vietnam War
- The Cuban Missile Crisis
- The Cold War

**MAY – JUNE**

**Essential Question:** How does a nation balance its responsibilities at home and abroad?

- The Great Depression
- The New Deal
- The World Wars

**JANUARY – FEBRUARY**

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

- The Cold War
- The Berlin Blockade
- The Cuban Missile Crisis

**MARCH – APRIL**

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

- The Vietnam War
- The Cuban Missile Crisis
- The Cold War

**MAY – JUNE**

**Essential Question:** How does a nation balance its responsibilities at home and abroad?

- The Great Depression
- The New Deal
- The World Wars

**OCT. – NOV.**

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

- Immigration Act of 1965
- Brown v. Board of Education
- Women’s suffrage movement

**JANUARY – FEBRUARY**

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

- The Vietnam War
- The Cuban Missile Crisis
- The Cold War

**MARCH – APRIL**

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

- The Vietnam War
- The Cuban Missile Crisis
- The Cold War

**MAY – JUNE**

**Essential Question:** How does a nation balance its responsibilities at home and abroad?

- The Great Depression
- The New Deal
- The World Wars

**December 8, 1776 & May 22, 1789**
New York State P-12 Science Learning Standards

MS: Structure, Function, and Information Processing

MS.LS1.1. Plan and conduct an investigation to provide evidence that living things are made of cells. Use cell models to describe, hypothesize, and predict emergent phenomena.

MS.LS1.2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. Use cell models to describe, hypothesize, and predict emergent phenomena.

MS.LS1.3. Construct an explanation supported by evidence for how the body is composed of interacting systems consisting of cells, tissues, and organs working together to maintain homeostasis. Use cell models to describe, hypothesize, and predict emergent phenomena.

MS.LS1.4. B. Emphasis on the importance of sensory receptors to stimuli, resulting in immediate behavior.

New York State P-12 Science Learning Standards

MS: Earth and Space Systems

MS.PS2.1. Assess how the sun influences the motions of objects in the solar system by describing and applying Kepler’s laws. (10 MS-PS2-1; 5 MS-PS2-2)

MS.PS2.2. Analyze and interpret data to determine how the motions of objects in the solar system are affected by gravity. (10 MS-PS2-3; 5 MS-PS2-4)

New York State P-12 Science Learning Standards

MS: Engineering, Technology, and Applications of Science

MS.EE2.1. Develop and use models to represent systems and their interactions. (MS-PS2-1; MS-PS2-2; MS-PS2-3; MS-PS2-4; MS-PS2-5)

New York State P-12 Science Learning Standards

MS: Crosscutting Concepts

MS.EE2.2. Analyze and interpret data to determine how the motions of objects in the solar system are affected by gravity. (10 MS-PS2-3; 5 MS-PS2-4)

New York State P-12 Science Learning Standards

MS: Nature of Science

MS.EE2.3. Analyze and interpret data to determine how the motions of objects in the solar system are affected by gravity. (10 MS-PS2-3; 5 MS-PS2-4)

New York State P-12 Science Learning Standards

MS: Engineering, Technology, and Applications of Science

MS.EE2.4. Develop and use models to represent systems and their interactions. (MS-PS2-1; MS-PS2-2; MS-PS2-3; MS-PS2-4; MS-PS2-5)

New York State P-12 Science Learning Standards

MS: Crosscutting Concepts

MS.EE2.5. Analyze and interpret data to determine how the motions of objects in the solar system are affected by gravity. (10 MS-PS2-3; 5 MS-PS2-4)

New York State P-12 Science Learning Standards

MS: Nature of Science

MS.EE2.6. Analyze and interpret data to determine how the motions of objects in the solar system are affected by gravity. (10 MS-PS2-3; 5 MS-PS2-4)
### New York State P-12 Science Learning Standards

#### HS: Structure and Function

**HS-LS-1.** Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

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

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

#### Science and Engineering Practices

- **SL.11-12.5**
- **RST.11-12.1**
- **WHST.9-12.7**
- **WHST.11-12.8**

#### Disciplinary Core Ideas

**HS. Structure and Function**

1. **LS 1-1.** Systems and System Models
   - Explain the organization and interactions of organisms and systems at various levels.
   - Use mathematical and computational models to represent and explain the dynamic patterns in ecosystems, effect of pollutants on the environment, and the feedback loops that maintain or alter the condition of the environment.
   - Analyze the flow of energy and the cycling of matter through ecosystems.

2. **LS 1-2.** Systems and System Models
   - Analyze the structure and function of ecosystems and synthetic systems that maintain life.
   - Analyze the consequences of changes in the structure and function of ecosystems on the dynamics of the ecosystem.
   - Analyze the structure and function of biological systems that maintain the living system.

3. **LS 1-3.** Systems and System Models
   - Analyze the structure and function of synthetic or biological systems that maintain the living system.
   - Analyze the degree to which the living system is dependent on the environment and the degree to which the living system is capable of modifying the environment.
   - Analyze the degree to which the living system is dependent on the environment and the degree to which the living system is capable of modifying the environment.

#### Articulation Across Generated Sources of Evidence

**HS-LS-1.** Articulate understanding evidence that are supported by multiple and independent student-generated sources of evidence for and against an explanation of how the DNA code is transcribed and translated in the synthesis of proteins.

**HS-LS-2.** Articulate understanding of the interactions between the structure and function of the organism and its environment in maintaining homeostasis when appropriate; synthesize multiple sources on the organism’s system level such as nutrient uptake, water delivery, immune response, and organism response to stimuli.

**HS-LS-3.** Articulate understanding of feedback mechanisms that maintain homeostasis and considerations for and against an explanation of feedback mechanisms that maintain homeostasis.

**HS-PS-1.** Articulate understanding of the detailed biochemistry of protein synthesis.

**HS. Structure and Function**

- **MS.LS3.A**
- **HS.LS3.A**
- **HS.LS3.B**
- **HS.LS3.C**
- **HS.LS3.D**
- **HS.LS3.E**

### New York City 6-12 Science Scope & Sequence

- **12/8/17**
Major Understandings:

6-12 Science Scope & Sequence

Key Ideas:

LE. Key Idea 1: Living things are both similar to and different from each other and from nonliving things.
LE. Key Idea 2: Organisms maintain a dynamic equilibrium that sustains life.
LE. Key Idea 3: Plants and animals depend on each other and their physical environment.

NYS SCIENCE STANDARDS

Standard 1: Living Organisms

Key Idea 1: Living things are composed of cells. Cells provide structure and carry on major functions to sustain life.
Key Idea 2: Cells are usually microscopic in size.

Standard 2: Information Systems

Key Idea 3: Information technology is used to retrieve, process, and communicate information as a tool to enhance learning.

Standard 3: Interdisciplinary Problem Solving

Key Idea 4: Students will understand that energy flows through ecosystems in one direction, usually from the Sun, through producers and then decomposers, in which its balance is the result of interactions between living and nonliving things. Students will be able to construct models of biomes and/or ecosystems they investigate and that will usually represent their explanation about how energy is used and transformed by different organisms in an ecosystem. (Refer to Appendix A for the Humane Treatment of Animals and Conservation Day.)

NYS SCIENCE STANDARDS

Standard 4: Interconnectedness: Common Themes

Key Idea 5: Cells, tissues, organs, and organ systems are responsible for a plant’s life activities. (1.1d)
Key Idea 6: Multicellular animals often have similar organs and specialized systems for carrying major life activities. (1.1g)


Key Idea 7: Energy flows through a designed or natural system.

Key Idea 8: Tracking energy and matter flows into, out of, and within systems helps one understand their system’s behavior.

Key Idea 9: Matter is conserved because atoms are conserved in physical and chemical processes.

Key Idea 10: The transfer of energy can be tracked as energy flows through a designed or natural system.

Key Idea 11: Models are limited in that they only represent certain aspects of the system under study.

Key Idea 12: Energy and Matter: Flows, Cycles, and Conservation: Tracking energy and matter flows into, out of, and within systems helps one understand the system’s behavior.

Key Idea 13: Matter is conserved because atoms are conserved in physical and chemical processes.

Key Idea 14: Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter.

Key Idea 15: Energy may take different forms (e.g., energy in fields, thermal energy, energy of motion).

Key Idea 16: The transfer of energy can be tracked as energy flows through a designed or natural system.

Also return to these concepts
LE | Unit 3
Organization and Patterns in Life

RECOMMENDED TIME: 20 DAYS

Unit Overview:
Living things are similar in that they rely on many of the same processes to stay alive, yet are different in the ways that these processes are carried out. Nothing in life takes place in isolation; all living organisms are part of communities in which interactions occur between species and with the environment. To successfully accomplish this, organisms possess a diversity of control mechanisms that detect and respond to changes. The way an object is shaped or structured determines its function. Each cell is surrounded by a membrane that performs a number of important functions for the cell. These include separation from the outside environment, controlling which molecules enter and leave the cell, and the recognition of chemical signals. The processes of diffusion and active transport are important in the movement of materials into and out of cells. [I.2.2, A.4]

- Each cell is covered by a membrane that performs a number of important functions for the cell. These include separation from the outside environment, controlling which molecules enter and leave the cell, and the recognition of chemical signals. The processes of diffusion and active transport are important in the movement of materials into and out of cells. [I.2.2, A.4]
- Inside each cell is a variety of specialized structures, formed from many different molecules, that carry out the transport of materials (e.g., cell membranes), the extraction of energy from nutrients (e.g., mitochondria), protein building (e.g., ribosomes), waste disposal (e.g., cell membranes), storage (e.g., vacuoles), and information storage (e.g., nucleus). [I.2.2, A.4]
- The components of the human body, from organs to cells, interact to maintain a balanced internal environment. To successfully accomplish this, organisms possess a diversity of control mechanisms that detect and respond to changes. [I.2.2, A.4]
- Cells have parts that perform specific jobs. These structures perform the actual work of the cell. Just as systems are coordinated and work together, cell parts must also be coordinated and work together. [I.1.3]
- The structures present in some single-celled organisms, such as amoeba and paramecia, are in a manner similar to the tissues and systems found in multicellular organisms, thus enabling them to perform all of the processes needed to maintain homeostasis. [I.1.3]

Key Ideas:
- Key Idea 1: Living things are similar to and different from each other and from nonliving things.
- Key Idea 2: The centrality of life is sustained through reproduction and development.
- Key Idea 3: Organisms maintain a dynamic equilibrium that sustains life.
- Key Idea 4: The components of the human body, from organs to cells, interact to maintain a balanced internal environment. To successfully accomplish this, organisms possess a diversity of control mechanisms that detect and respond to changes. [I.1.3]
- Key Idea 5: Life consists of chemical processes that affect the behavior and design of systems. [I.2.2, A.4]
- Key Idea 6: Information technology is used to retrieve, organize, manipulate, and present data, and to communicate information and as a tool to enhance learning. [I.2.2, A.4]

NYS SCIENCE STANDARDS

NYS CROSS-CUTTING CONCEPTS

Standard 2: Information Systems
Key Idea 6: Information technology is used to retrieve, organize, manipulate, and present data, and to communicate information and as a tool to enhance learning.

Key Ideas:
- Key Idea 1: Living things are similar to and different from each other and from nonliving things.
- Key Idea 2: The centrality of life is sustained through reproduction and development.
- Key Idea 3: Organisms maintain a dynamic equilibrium that sustains life.
- Key Idea 4: The components of the human body, from organs to cells, interact to maintain a balanced internal environment. To successfully accomplish this, organisms possess a diversity of control mechanisms that detect and respond to changes. [I.1.3]
- Key Idea 5: Life consists of chemical processes that affect the behavior and design of systems. [I.2.2, A.4]
- Key Idea 6: Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interact and combine to perform specific functions.

Living Environment

Essential Question: How is a single-celled organism similar to and different from a human?

The New York City Department of Education

6–12 Science Scope & Sequence

http://www.nextgenscience.org/sites/ngss/

NGSS CROSS-CUTTING CONCEPTS


http://www.nextgenscience.org/sites/ngss/

Plan Supplemental Materials for Students Who Represent a Range of Proficiency and Literacy Levels

Collaborative Reading

<table>
<thead>
<tr>
<th>Topic:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Group Member: Resource:</th>
<th>Group Member: Resource:</th>
<th>Group Member: Resource:</th>
<th>Group Member: Resource:</th>
</tr>
</thead>
</table>

Group Questions:

<table>
<thead>
<tr>
<th>Group Questions:</th>
<th>Group Questions:</th>
<th>Group Questions:</th>
<th>Group Questions:</th>
</tr>
</thead>
</table>

Choose Books that are “Just Right” for Each Literacy/Proficiency Level
<table>
<thead>
<tr>
<th>Grade</th>
<th>Reader Measures, Mid-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Up to 280L</td>
</tr>
<tr>
<td>2</td>
<td>230L to 580L</td>
</tr>
<tr>
<td>3</td>
<td>360L to 720L</td>
</tr>
<tr>
<td>4</td>
<td>480L to 830L</td>
</tr>
<tr>
<td>5</td>
<td>620L to 950L</td>
</tr>
<tr>
<td>6</td>
<td>690L to 1020L</td>
</tr>
<tr>
<td>7</td>
<td>780L to 1090L</td>
</tr>
<tr>
<td>8</td>
<td>820L to 1140L</td>
</tr>
<tr>
<td>9</td>
<td>880L to 1170L</td>
</tr>
<tr>
<td>10</td>
<td>920L to 1200L</td>
</tr>
<tr>
<td>11</td>
<td>940L to 1210L</td>
</tr>
<tr>
<td>12</td>
<td>950L to 1220L</td>
</tr>
</tbody>
</table>

**Benchmark Education Books, Lexile 410, reading Level B**
Barbara Andrews, author
Advance ALL Series (2nd/3rd Grade Level)
[https://benchmarkeducation.com/the-great-depression-6-pack.html](https://benchmarkeducation.com/the-great-depression-6-pack.html)

**Capstone Press, Lexile 850, GRL V (5th/6th)**
Kerry A Graves, author
Fact Finder Series

**Children’s Press, Scholastic Library Publishing**
Reading Level 6.3; GRL U
Lexile 880
Melissa McDaniel, Author
Cornerstones of Freedom Series

**Grosset & Dunlap, Lexile 790, Grade Level 5.5**
Janet Pascal, author
Available in English and SpanishAdv
Chapter 1

FROM THE ROARING '20S TO THE GREAT DEPRESSION

During the 1920s the U.S. economy flourished. Many American businesses made large profits manufacturing automobiles and electronic appliances such as washing machines, refrigerators, and vacuum cleaners. Companies hired many workers to make these new products. With most Americans working, families could afford to buy homes, take trips, and go to the movies. People called these years the Roaring '20s.

The good times of the 1920s were the result of investments in the stock market. In the early 1900s businesses owners began investing money in the stock market. About 15 million people spent their savings to buy stocks.

Investment - money sent or given to a company in the hope of getting more money back.

START

Buying Stocks

When a person buys stocks in a company, they own part of the company. Stocks are divided into parts, which are bought or sold in pairs. These parts are called shares. People who buy these are called stockholders. When a company makes more money, the value of the stock goes up, and the shares are worth more. If a company makes less money, the value of the shares goes down.

Stockholders can make a profit by selling stocks when the value goes up. People often buy stocks to buy and sell stocks for money. The professional world stock exchanges, such as the New York Stock Exchange, stockbrokers and stock advisors are used to invest in stocks. Buying stocks is often risky. Investors sometimes lose money on stocks.

Active Voice; Not Passive

Short Sentences

On-page glossing

Fact

The stock market crash also affected people all over the world. U.S. banks could not lend money to foreign countries. People were not buying imported products, businesses. People were not buying imported products, and companies could not export goods or foreign countries.
Supportive Visuals

Read the Same Information Again; Two Texts to Deepen Understanding; Practice Reading; Recycle Academic Vocabulary

Children's Press, Scholastic Library Publishing
Reading Level 6.3; GRL U
Lexile 880
Melissa McDaniel, Author
Cornerstones of Freedom Series

10 pages
a company becomes more successful. The Dow Jones Industrial Average is a measure of the value of the stock of 30 large companies. It is an important sign of the U.S. economy’s strength. In 1929, it was four times as high as it had been just five years earlier.

Many Americans, including some economists, believed the stock market had become a safer bet. Almost everyone saw it as an easy way to get wealthy. Some thought it was such a great investment that they borrowed money from their stockbrokers to buy the stock. This is called buying on margin. Some people paid as little as 1/10 of the stock’s actual price. They borrowed the rest of the money.

Stockbrokers are experts in the stock market.

In general, stockbrokers are experts in the stock market. They help people buy and sell stocks, and they provide information about the stock market. Investors who want to buy stocks can use stockbrokers to find the best prices and make the best decisions.

In the 1920s, the stock market was very popular. Many people invested in the stock market by buying stocks. They hoped to make a lot of money by selling the stocks later.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.

In the 1920s, many people invested in the stock market. They hoped to make a lot of money by selling the stocks later. However, many people lost a lot of money when the stock market crashed in 1929.
Declining Business

The stock market crash caused major problems for the nation’s banks. They had loaned huge amounts of money to investors and stockbrokers buying on margin. In 1929, two out of every five dollars loaned by banks went to buy stocks. Once the market crashed, no one could pay back these loans. Banks had very little cash on hand.

Customers feared that the banks would run out of money and that the money in their savings accounts would disappear. People flooded into the banks to withdraw their savings. Because of this, many banks did run out of cash and were forced to shut down.

Many people lost all of their money in the crash. Those who did have money were afraid to spend it. People only bought things that were absolutely necessary. Factories could no longer sell all the goods they were making. They were forced to cut back on production. This meant that they needed fewer workers, and they had employees off, thus job loss increased. Fewer people had money to buy anything. As a result, businesses suffered, and laid off even more workers. All across the country, people were left penniless. It was the beginning of a dark, difficult decade.

Panic-stricken investors withdrew their money from banks around the country.
The Many Causes of the Great Depression

By David M. Kennedy, The Gilder Lehrman Institute of American History, adapted by Newsela staff on 12/19/16

Word Count: 685

The Great Depression lasted from 1929 to 1939. It started in the United States and was a result of the crash of 1929 and the beginnings of the Great Depression.

Herbert Hoover was the 31st president of the United States. He was in office for only a short time, from 1929 to 1933. During his presidency, the economy was weak. This was due to the stock market crash of 1929. He promised to answer the economic problems of the country.

The government did not make things better. Hoover did not take the wrong actions to help the economy. He believed that the economy would return to normal on its own. This is called the Hoover theory.

The government did not like the Treaty of Versailles. It was a peace agreement between Germany and the Allied Powers. The treaty was a harsh peace agreement that hurt Germany.

The United States' role in World War I was minimal. During the 1920s, Americans did not want to be involved in the world. The United States was not a part of the League of Nations. This was a group made up of many countries. It was formed to solve problems between them.

The government also placed the highest taxes ever on goods from other countries. This hurt American industries. Many factories were closed. This made it difficult for people to find jobs.

In October of 1929, stock prices plunged. Thousands of banks failed. Tens of thousands of businesses collapsed. Millions of people became unemployed. This terrible event is known as the Great Crash.

In 1930, the United States was in the middle of the Great Depression. People lost their homes. Some could not afford to eat. Businesses were closed. The economy was in a downturn.

This is a terrible time in history. It is also part of a larger story of people in every part of the world who were swept up in the hardships of the Great Depression.

From Great Crash to New Deal

Franklin D. Roosevelt, commonly known as FDR, was elected president in 1932. He promised to save the American people. The New Deal was a set of programs that the government started to help the country.

The New Deal helped create jobs. It also helped people to get back on their feet. It was a set of programs that were made to make the economy better. This helped Americans to come back from the Great Depression.

At the same time, banks were unstable and the government was weak. The Great Depression began to unfold.

From Great Crash to New Deal

In October of 1929, stock prices plunged. Thousands of banks failed. Tens of thousands of businesses collapsed. Millions of people became unemployed. This terrible event is known as the Great Crash.

By 1932, about 13 million Americans were out of work. This was equal to 1 out of every 4 workers in the country. Many people believed they were witnessing the end of the American way of life.

Franklin D. Roosevelt, commonly known as FDR, was elected president in 1932. He promised to save the American people. The New Deal was a set of programs that the government started to help the country.

The New Deal helped create jobs. It also helped people to get back on their feet. It was a set of programs that were made to make the economy better. This helped Americans to come back from the Great Depression.
The Many Causes of the Great Depression

By David M. Kennedy

The Gilder Lehrman Institute of American History

adapted by Newsela staff

World Count 666

Lexile 1170

Las muchas causas de la Gran Depresión

By David M. Kennedy

The Gilder Lehrman Institute of American History

adapted by Newsela staff

World Count 660

Lexile 660

12/8/17

The United States role in World War I was minor and only toward the end of the conflict that began on July 28, 1914, to November 11, 1918. The country’s participation went against its desire to not involve itself in Europe’s affairs. This resulted in Americans turning their country even more inward during the 1920s. The United States disarmed its fighting forces and war machinery. The U.S. Senate refused to approve the Treaty of Versailles, which was a peace agreement between Germany and the Allied Powers (predominantly Great Britain, France, Russia and Italy) to end World War I.

The Senate also rejected membership in the League of Nations, even though it had been promised by former President Woodrow Wilson. The League was an international group formed to resolve disputes between countries. It was the precursor to the United Nations. In 1920, Congress passed one of the highest taxes in history on those who sold foreign goods in the U.S., which hurt trading between countries. Meanwhile, the federal government invested throughout the 10 years after the war that the Europeans must repay all the loans given to them by the U.S. Treasury. This was a hardship for the countries recovering from war.

In 1920, America, for the first time in its history, imposed a strict limit on the number of immigrants who could annually enter the country. Millions of people were turned away. Militarily, diplomatically, commercially, financially, and morally, Americans seemed to be turning their backs on the outside world.

America turns inward

The banking system was unstable and the federal government was weak as the Great Depression began to unfold.

In October of 1929, stock prices plunged. Thousands of banks failed. Tens of thousands of businesses collapsed. Millions of people became unemployed. This terrible event is known as the Great Crash.

By 1932, about 30 million Americans were out of work. This equated to 1 out of every 4 workers in the country. Many people believed they were attraversing the end of the American way of life.

Franklin D. Roosevelt, commonly known as FDR, was elected president in 1932. He promised “a new deal for the American people.” FDR believed that Americans’ lives could be made more secure. He restructured the country’s (FDR held office for more than a dozen years. He was elected president three times. This record was unmatched by previous presidents and prompted for all future presidents when the 22nd Amendment to the Constitution was passed in 1951.

Los Estados Unidos dan la espalda al mundo

La participación de los Estados Unidos en la Primera Guerra Mundial fue mínima. Durante la década de 1920, los estadounidenses no jugaron un papel relevante en los problemas de Europa. Los Estados Unidos desarmaron sus fuerzas militares. El Tratado de Versalles no fue el agrado del gobierno. Se trataba de un acuerdo entre Alemania y las Potencias Aliadas para poner fin a la Primera Guerra Mundial. Las principales Potencias Aliadas eran Gran Bretaña, Francia, Rusia e Italia.

El gobierno tampoco quiso ser parte de la Liga de las Naciones. Este grupo estaba formado por muchas naciones. Fue formado para resolver los problemas entre ellos. El gobierno de los Estados Unidos impuso impuestos más altos para pagar sus deudas y financiar al gobierno. Esto afectó a los ciudadanos.

En 1929, por vez primera, se impuso un límite en el número de personas de otros países que podían entrar en los Estados Unidos. Milones de personas eran rechazadas. Los estadounidenses parecían estar dando el espaldar al resto del mundo. Al mismo tiempo, los bancos no tenían estabilidad y el gobierno no estaba.

La Gran Depresión comenzó a desafiar.

De la Gran Depresión al Nuevo Trato

En octubre de 1929, las leyes de los negocios se desplomaron. Milones de bancos quedaron en desacuerdo. Decepcionaron a los inversores y a la población. Muchos ciertos que estaban siendo tentados por el dinero del éxito estaban desesperados. Los estadounidenses se volvieron inseguros. Ya no podían encontrar empleo. Muchos estaban desesperados. El gobierno no tomó medidas decididas.

El nuevo Trato creó muchas familias para que la gente tuviera empleo. Fue el inicio del nuevo Trato. El Nuevo Trato creó muchas familias para que la gente tuviera empleo. Fue el inicio del nuevo Trato.
Las múltiples causas de la Gran Depresión

Hombres desempleados haciendo la en la puerta de un comedor de la época de la Depresión en Chicago, Illinois, en 1931. National Archives and Records Administration

Herbert Hoover, trigésimo primer presidente de los Estados Unidos, permaneció en el cargo solo durante un periodo, pero resultó ser memorable. Su presidencia se destruyó por el derrumbe de la bolsa de valores en 1929 y el inicio de la Gran Depresión. Los economistas e historiados continúan debatiendo hoy las causas de la Gran Depresión. Casi no hay duda de que hay una relación con la Primera Guerra Mundial. El combate había pasado una factura cruel a países importantes, incluyendo Gran Bretaña, Francia y Alemania. Estos países fueron el núcleo del mundo más avanzado e industrializado. Las interrupciones en el comercio y en el flujo de dinero continuaron después de que la guerra terminara. Más aún, los malos recuerdos del conflicto dejaron a los países resentidos entre ellos, impidiendo que se unieran para enfrentar juntos la debilitada economía global.

La intervención de los Estados Unidos en la Primera Guerra Mundial fue mínima y solo al final del conflicto que duró del 28 de julio de 1914 al 11 de noviembre de 1918. Esta intervención del país fue en contra de su tradición de no involucrarse en los asuntos de Europa. El Senado se rehusó a aprobar el Tratado de Versalles, que era un acuerdo de paz entre Alemania y las Potencias Aliadas (principalmente Gran Bretaña, Francia, Rusia) y que terminó al final de la Primera Guerra Mundial.

Se dio la expulsión al resto del mundo

El Senado también rechazó la membresía en la Liga de las Naciones, país a país que había sido promovida por el Presidente Woodrow Wilson. En 1920, el Congreso aprobó las impuestas más elevadas en la historia para quienes vendieran productos norteamericanos, lo que afectó el comercio entre países.

Mientras, el gobierno federal inactivo durante los años inmediatos a la guerra en que los europeos debían soltar los préstamos que habían recibido de la Tesorería de los Estados Unidos, lo que significaba una carga fiscal para los países que se recuperaban de la guerra.

En 1919, los Estados Unidos impusieron por primera vez en su historia límites estrictos al número de inmigrantes que pudieran ingresar al país cada año. Millones de personas fueron rechazadas.

De forma militar, diplomática, comercial, financiera y moral, los estadounidenses parecían estar dando la espalda al resto del mundo.

Al comenzar a desarrollarse la Gran Depresión, un sistema bancario privado y disfuncional incursionó en la era moderna provocando una fundación inestable para el crédito nacional. Entre tanto, el gasto público del gobierno era reducido y el gobierno federal se encontraba en una débil posición para combatir la depresión.

El crac bursátil revienta la burbuja

La burbuja revienta en octubre de 1929. En un evento conocido como el Crac Bursátil, los precios de las acciones se desplomaron. Miles de bancos cayeron y decenas de miles de negocios colapsaron. Millones de personas quedaron desempleadas. Herbert Hoover había sido elegido pocos meses antes y sería rechazado por su incapacidad para salvar al país de la Gran Depresión, a pesar de sus esfuerzos.

Para 1932, cerca de 13 millones de estadounidenses estaban desempleados, lo que era el límite de trabajadores que podían ingresar al país cada año. Millones de personas fueron rechazadas.

De forma militar, diplomática, comercial, financiera y moral, los estadounidenses se encargaron de que estuvieran solos para el resto del mundo.

El nuevo trato para los estadounidenses

Franklin D. Roosevelt, conocido como FDR, fue elegido presidente en 1932. Prometió “un nuevo trato para los estadounidenses”. FDR trajo consigo a la presidencia y al pueblo estadounidense una creencia simple y muy importante: que la vida en Estados Unidos pasó durante la década de 1930. Los Estados Unidos recuperaron sus bancos rotos y su maquinaria bálica. El Senado se refugió a aprobar el Tratado de Versalles, que era un acuerdo de paz que daba la mano de Alemania y las Potencias Aliadas (principalmente Gran Bretaña, Francia, Rusia) al final de la Primera Guerra Mundial.

El crac bursátil revienta la burbuja

La burbuja revienta en octubre de 1929. En un evento conocido como el Crac Bursátil, los precios de las acciones se desplomaron. Miles de bancos cayeron y decenas de miles de negocios colapsaron. Millones de personas quedaron desempleadas. Herbert Hoover había sido elegido pocos meses antes y sería rechazado por su incapacidad para salvar al país de la Gran Depresión, a pesar de sus esfuerzos.

Para 1932, cerca de 13 millones de estadounidenses estaban desempleados, lo que era el límite de trabajadores que podían ingresar al país cada año. Millones de personas fueron rechazadas.

De forma militar, diplomática, comercial, financiera y moral, los estadounidenses se encargaron de que estuvieran solos para el resto del mundo.

El nuevo trato para los estadounidenses

Franklin D. Roosevelt, conocido como FDR, fue elegido presidente en 1932. Prometió “un nuevo trato para los estadounidenses”. FDR trajo consigo a la presidencia y al pueblo estadounidense una creencia simple y muy importante: que la vida en Estados Unidos...
Differentiated Entry Points

The Smallest Units of Life
by Rebecca L. Johnson

Key Standards-Based Science Concepts
- The cell is the basic unit of life. All living things are made of cells.
- Different cell parts perform different functions

Comprehension Strategy
Ask Questions

Language Skill
Answer Questions

Science Process Skills
- Observe
- Communicate
- Infer

<table>
<thead>
<tr>
<th>Book Level</th>
<th>Language Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>230L to 580L</td>
</tr>
<tr>
<td>3</td>
<td>360L to 720L</td>
</tr>
<tr>
<td>4</td>
<td>480L to 830L</td>
</tr>
<tr>
<td>5</td>
<td>620L to 950L</td>
</tr>
</tbody>
</table>
CHAPTER 2
Parts of a Cell

Cells can have many different shapes. Cells can be different sizes. But most cells have many things in common.

Plant cells have a ______. The nucleus is big and nearly round. It contains everything a cell does.

Capture Language:
some things in common → some things that are the same

KEY IDEA
All cells have smaller parts called organelles. Each organelle has a specific job.

Different cells have different organelles. The pictures below show organelles in different kinds of cells.

Animal cell

plant cell

Captions:

CHAPTER 2: Parts of a Cell

Cells have other parts, too.
All cells have a _______.
The cell membrane surrounds the cell.
The cell membrane controls what enters and leaves the cell.

Inside the cell membrane is the ______. The cytoplasm is made up of a thick liquid and the cell’s organelles. The cytoplasm holds some of the important chemicals the cell needs for life.

Key Points; Text Supported by Visuals

Limited Print; Simple Sentences; Strong Visuals
Some cells also have a cell wall. The cell wall is outside the cell membrane. A cell wall helps protect a cell. It also makes a cell stronger. Plant cells have a cell wall. Some bacteria have a cell wall, too. Animal cells do not have a cell wall.

**Plant Cell**

---

**Your Turn**

**SUMMARIZE**

Look at the picture of the plant cell on page 14. What cell parts do you see? Summarize the job of those parts in a chart like the one below. Talk about your chart with a friend.

<table>
<thead>
<tr>
<th>Cell Part</th>
<th>Job in the Cell</th>
</tr>
</thead>
<tbody>
<tr>
<td>nucleus</td>
<td></td>
</tr>
<tr>
<td>cell membrane</td>
<td></td>
</tr>
<tr>
<td>cell wall</td>
<td></td>
</tr>
</tbody>
</table>

**MAKE CONNECTIONS**

How is a cell wall like the wall of a room? How is it different? Share your ideas.

**Strategy Focus**

Ask Questions

Look at the diagram of a cell on page 14. What questions do you have about the diagram?

---

**Chapter 2: Inside an Animal Cell**

Cells are the building blocks of living things. The cells that make up animals and plants have some things in common. But they are not exactly the same. Let’s take a closer look at an animal cell.

With a microscope, you can see some parts of an animal cell. A cell membrane covers the cell. The cell membrane contains what enters and leaves the cell.

- **Cell membrane** - a thin covering that surrounds a cell.

There are many small parts inside the cell. One of these parts is the **nucleus**. The nucleus controls everything that happens inside a cell.

A cell also has **cytoplasm**. Cytoplasm includes everything between the cell membrane and the nucleus in a cell. Part of the cytoplasm is a very thick liquid. The other part is made up of tiny **organelles**. Every organelle has a specific job inside a cell.

- **Nucleus** - the cell structure that contains all a cell owns.
- **Cytoplasm** - everything between the cell membrane and the nucleus in a cell.
- **Organelle** - small parts inside a cell that carry out different jobs.

---

**Chapter 2: Inside an Animal Cell**

- **Cite Students’ Language and Literacy:**
  - The nucleus controls everything that happens inside a cell.
  - A cell also has cytoplasm. Cytoplasm includes everything between the cell membrane and the nucleus in a cell.
  - Part of the cytoplasm is a very thick liquid. The other part is made up of tiny organelles. Every organelle has a specific job inside a cell.
On page Glossing

Word Study

Writing to Review
Progressively Adding More Information While Recycling Basic Facts

What Features Continue?

Cytoplasm has between the nucleus and the cell membrane. Part of the cytoplasm is a thick liquid called cytosol. The rest of the cytoplasm is made up of tiny organelles. Like organs in a body, organelles each have a special job to do.

Ribosomes are extremely small organelles. But they have a very important job. Ribosomes make proteins. Proteins are the building blocks of most structures in a cell.

Key Ideas
- A cell contains an organized group of small structures called organelles. Each organelle does a specific job in a cell.
- Endoplasmic reticulum: an organelle that modifies newly made proteins
- Modified: changed
- Goji bodies: organelles that modify and package proteins
- Cytoskeleton: a supporting structure inside a cell
- Mitochondria: energy-producing organelles

Explore Language
- Cell = little organ
- Organelle = little organ

Lexile 700
GRL = Q/R
Gr. Level = 4
Simple Checklist

Growing and Dividing
by Rebecca L. Johansen

Key Standards-Based Science Concepts
- The cell is the basic unit of life. All living things are made of cells.
- Different cell parts perform different functions

Comprehension Strategy
Ask Questions

Language Skill
Explains

Science Process Skills
- Classify
- Communicate
- Summarize

Additional Links
Interactive ebooks
Printed Readers
All Products
Standards Alignment
Assessments
Program Details
Subject Areas
Privacy

Contact Us
Summit K12
PO Box 58445
Austin, TX 78755
844-551-4797

Copyright © 2017 Summit K12 A Standards Based website
Words that Give Examples

When you give examples, you give more information about something. Certain phrases show that you are giving an example.

**EXAMPLE**

One kind of living things include bacteria and algae. Animals such as frogs and sloths are many-celled living things.

The cloth has many organs. For example, it has heart, lungs, and liver as organs.

With a friend, talk about organelles. Give examples of different organelles and the job they do.

Focusing In On How Language Works

**Write an Example**

Choose an animal. Give an example of an organ system that animal has.

- Start with a general statement about the organ system.
- Give examples of organs in the organ system.
- Illustrate the organ system and label the organs.

**Words You Can Use**

* for example

**Write a Comparison**

Animals, including humans, can have similar organ systems. Compare the digestive system or respiratory system of two animals.

- Tell what the organ system does for both animals.
- Tell how the organ systems differ.

**Words You Can Use**

both

like
too
in some ways
in common
same
but
however

Books 2 and 3

**Looking at Cells**

National Geographic School Publishing, 2003
Reading Expeditions/Life Science
Rebecca L. Johnson, Author
GRL W-X
Lexile 870

**Exploring Science/Life Science**

Compass Point Books, 2006
Darlene R. Stille, Author
Grade Level 7.4
Lexile 1030

**Words that Compare**

When you compare, you tell how things are alike and different. The word *both* shows that things are alike. The connecting words *but* and *however* signal differences.

**EXAMPLE**

Animal cells and plant cells *both* have cell membranes. Plant cells also have cell walls, but animal cells do not.

With a friend, compare plant and animal cells. Tell how they are alike and different.
Not-So-Simple Cells

Most cells are too small to be seen without the naked eye. In fact, people didn’t even know cells existed—until someone invented a way to see very tiny things up close.

The cell membrane is very choosy. It has places that work like little doors. If the right kind of chemical enters along, the “door” will open and let the chemical in or out.

Plant cells and one-celled organisms called bacteria have another layer—a cell wall—surrounding their cell membrane. The cell wall makes a cell strong and tough.

The Control Center

The users of early microscopes also noticed that most cells have a dark spot inside, usually near the center. This spot came to be called the nucleus. Later scientists discovered that the nucleus is a tiny sea full of thread-like structures called chromosomes. Chromosomes, in turn, are made up of genes. A cell's genes control much of what the cell does--how and when to grow, how to change. Because the nucleus houses the genes, it is the major control center for the cell.

The Cytoplasm

The stuff that fills the cell and surrounds the nucleus is the cytoplasm. It’s thicker than water. It’s more like a just-made gelatin dessert that’s not yet firm enough to jiggles. Floating around in the cytoplasm are all sorts of chemicals. Some of these chemicals come in through the cell’s cell membrane. Other chemicals are manufactured by the cell itself.

Wait a minute! Manufactured? By what? You guessed it—the stuff more to cells than just a membrane, nucleus, and cytoplasm. As people invented better and different kinds of microscopes, they discovered that the cytoplasm of most cells is packed with all sorts of structures called organelles. Some of what we know about cell organelles has come from studying them using very powerful electron microscopes. Some of these microscopes can magnify cells up to 300,000 times.

Some organelles look like long tubes. Others are shaped like peas or beans. Still others resemble stacks of pancakes. Organelles, or “little organs,” inside cells all have different jobs to do.

Looking at Cells,
National Geographic Reading Expeditions; Life Science
Lexile 870 (5th/6th)

The tool that allowed people to peer into the world of cells is the microscope. Leeuwenhoek’s microscopes had just one lens, a small, round piece of polished glass shaped so that it could magnify objects.

Other people were using microscopes that had two flat lenses, one at each end of a long tube. In about 1665 English scientist Robert Hooke used such a microscope to look at thin slices of the cork plant. To Hooke, the magnified cork seemed full of little compartments. He called them cells, which is Latin for “small rooms.” That’s how cells got their name.

As years passed, microscopes improved. Scientists used them to study parts of many plants and animals in great detail. By the 1800s, people realized that all living things were made up of one or more cells.

Scientists saw many different kinds of cells under their microscopes. Most of these cells shared three basic features—a membrane, a nucleus, and cytoplasm.

The Cell Membrane

Surrounding every cell is a cell membrane. At first scientists thought this membrane simply held the cell together and kept everything inside from leaking out. Today we know that the cell membrane does much more. It allows some things, like certain chemicals, to pass in or out of the cell; it keeps others out.

Robert Hooke’s drawing compares the structure of honeycomb (right) with cork.
The Factory
Step out of the main office and you’ll practically run right into the nucleus. Turns out, the nucleus of the cell is the “brain” of the cell. Inside this tiny, round organelle are the instructions telling the cell what to do. Ribosomes, the tiny organelles that make proteins, are found in the cytoplasm. Inside the nucleus, there’s a dark spot—the nucleolus—that helps make ribosomes.

Some ribosomes are planted onto the sides of the endoplasmic reticulum, or ER for short. The ER

is a maze of tiny, curved, branching tubes. It’s the “assembly line” in the cell factory. Newly made proteins enter at one end. As they move along, as if on a conveyor belt, they are treated here and changed a bit there. When “finished,” proteins reach the end of the ER, the tip punches off to form a little sac. This little sac contains the Golgi body. The Golgi takes in the proteins, changes them a bit more, and then sends them off in another little sac. Many of these protein packages move to the cell membrane and are released to the outside.

The Power Plant
All factories have a power plant to provide the energy to run the equipment. Mitochondria are the power plants inside cells. They contain the chemical machinery needed to break down sugars. The energy that is released makes the work going on in a cell possible.

In addition to a power plant, some factories also have solar panels that make electricity from sunlight. In a cellular factory, chloroplasts have a similar job. These organelles are found in the cells of plants and other living things that use sunlight to make their own food.

The Storage Rooms
Every factory has storage rooms, where products and materials are stored. Vacuoles are the storage rooms inside cells. They are filled with chemical products the cells have made.

The cell’s cytoskeleton is a framework that supports the cell, like the beams and walls that support a factory building. Unlike a factory’s framework, the cytoskeleton can flex and change shape.

How are plant and animal cells alike and different?

Planning Tool for Integrated ENL Common Planning Time

Gloria M. Ortiz, NYSED Language RBE-RN
In the Integrated-English as a New Language (ENL) co-teaching approach, both content area and ENL teachers play an equal role in the instruction of all students in the classroom. However, co-teaching is effective when each one capitalizes on each other’s expertise. Below is a template that can be used by both teachers as a guide to plan instruction for ELLs and distribute co-planning roles in the classroom. It can help teachers thinking in backward planning their lessons even when teaching alone.

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Choose which of the co-teaching models you will use for this lesson. Decide what role each teacher will have.</td>
<td></td>
</tr>
<tr>
<td>2. Identify one or more content objective/learning objectives. A. For which Reading or Lexile level(s) did you plan?</td>
<td></td>
</tr>
<tr>
<td>3. Identify one or more language objective(s). A. For which NYSESLAT Proficiency Level(s) did you plan?</td>
<td></td>
</tr>
<tr>
<td>4. Who will activate/construct prior knowledge to create a connection that will help students engage in the lesson?</td>
<td></td>
</tr>
<tr>
<td>5. Choose 5-7 words students will need to know to understand the concept(s). (Think of words that are transferrable across content areas). Ensure that the vocabulary aligns to the proficiency levels of the students. Decide who will do direct vocabulary instruction.</td>
<td></td>
</tr>
<tr>
<td>6. Identify parts of the lesson that call for explicit instruction and plan for the ENL students. Think about: • provision of scaffolds • checkpoints • at least one high-yield instructional strategy in reading, writing or study skills. Decide who will address each of these parts of the lesson.</td>
<td></td>
</tr>
<tr>
<td>7. What pictures, visuals, realia, or manipulatives will help students clarify and make connections? Decide who will be responsible for finding these supports.</td>
<td></td>
</tr>
<tr>
<td>8. What alternate texts might you need to find to reach all of your ELLs (in L1 or L2)? Who will be responsible for locating these alternate texts?</td>
<td></td>
</tr>
<tr>
<td>8. When you plan for a group activity discuss: • What the purpose of the activity will be. • What kind of grouping will you need? • What tools would you provide each group with?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9.</td>
<td>Is there a need to differentiate the written or reading tool or task? Decide what these should look like and who will create the supports.</td>
</tr>
<tr>
<td>10.</td>
<td>What prompts, graphic organizers, etc., will help students organize information learned for future writing assignments?</td>
</tr>
<tr>
<td>11.</td>
<td>Decide what type(s) of formative/summative assessments you will give the students.</td>
</tr>
<tr>
<td></td>
<td>Is there a need to differentiate the assessment?</td>
</tr>
<tr>
<td></td>
<td>What will it measure?</td>
</tr>
<tr>
<td></td>
<td>Who will grade the assessment?</td>
</tr>
<tr>
<td></td>
<td>Who will collect and analyze the results?</td>
</tr>
<tr>
<td></td>
<td>How will the results be used by both teachers?</td>
</tr>
<tr>
<td></td>
<td>Who will provide interventions?</td>
</tr>
<tr>
<td>12.</td>
<td>Final Assessment</td>
</tr>
<tr>
<td>13.</td>
<td>Homework Assignment</td>
</tr>
</tbody>
</table>

Created by Gloria M. Ortiz - NYSED Language RBERN