

## **Kindergarten**

### **Introduction to History and Social Science**

The standards for kindergarten students include an introduction to interesting Americans in history whose lives demonstrated the virtues of patriotism, courage, and kindness. During the course of their first year in school, students should learn basic concepts related to history, patriotism, national symbols, good citizenship, geographic location, economics, and the importance of following rules and respecting the rights and property of other people.

#### **History**

- K.1 The student will recognize that history describes events and people of other times and places by
  - a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
  - b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents' Day; and Independence Day (Fourth of July).
- K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

#### **Geography**

- K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.
- K.4 The student will use simple maps and globes to
  - a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
  - b) describe places referenced in stories and real-life situations;
  - c) locate land and water features.
- K.5 The student will develop an awareness that maps and globes
  - a) show a view from above;
  - b) show things in smaller size;
  - c) show the position of objects.

#### **Economics**

- K.6 The student will match simple descriptions of work that people do with the names of those jobs.
- K.7 The student will
  - a) recognize that people make choices because they cannot have everything they want;
  - b) explain that people work to earn money to buy the things they want.

#### **Civics**

- K.8 The student will demonstrate that being a good citizen involves
  - a) taking turns and sharing;
  - b) taking responsibility for certain classroom chores;
  - c) taking care of personal belongings and respecting what belongs to others;
  - d) following rules and understanding the consequence of breaking rules;
  - e) practicing honesty, self-control, and kindness to others;
  - f) participating in decision making in the classroom;
  - g) participating successfully in group settings.
- K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Self & family

**CONNECTION:** *Alaska: Cultural Standards A:* Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community. 2) Recount their own genealogy and family history.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students participate in a shared writing and then independently contribute to a classroom mural with “stories” about important people in their lives who they consider part of their family.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND the structure of their family.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	Draw and label family members using models and illustrated word cards (e.g., “grandma”) in L1 or L2	Draw and label family members using models and illustrated word cards (e.g., “This is ____.”) in L1 or L2	Draw and describe family members using sentence frames and illustrated word cards (e.g., “This is ____ . He is ____.”)	Produce illustrated “stories” about family members using multiple related sentence frames and illustrated word cards (e.g., “This is ____ . She is ____ . She ____ with me.”)	Produce illustrated “stories” about family members	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: family, family tree, family members						

**Figure O: Guiding Questions for the Components of WIDA English Language Development Strands**

**GRADE:** \_\_\_\_\_



**ELD STANDARD:** \_\_\_\_\_ **EXAMPLE TOPIC:** What is one of the topics addressed in the selected content standard(s)?

**CONNECTION:** Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

<b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?						
<b>Language Domain(s):</b> How will learners process and use language?	<b>Level 1</b> <b>Entering</b>	<b>Level 2</b> <b>Emerging</b>	<b>Level 3</b> <b>Developing</b>	<b>Level 4</b> <b>Expanding</b>	<b>Level 5</b> <b>Bridging</b>	<b>Level 6 – Reaching</b>
	<p><b>A Strand of Model Performance Indicators:</b></p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
<b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?						

## **Grade One**

### **Introduction to History and Social Science**

The standards for first-grade students include an introduction to the lives of American leaders and their contributions to the United States. Students should recognize basic map symbols and construct a simple map of a familiar area. The students should study the economic concepts of goods and services, consumers and producers, and making economic choices. Students should learn to apply the traits of a good citizen and recognize that communities in Virginia have local governments and include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

#### **History**

- 1.1 The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.
- 1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.
- 1.3 The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).

#### **Geography**

- 1.4 The student will develop map skills by
  - a) recognizing basic map symbols, including references to land, water, cities, and roads;
  - b) using cardinal directions on maps;
  - c) identifying the shapes of the United States and Virginia on maps and globes;
  - d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.
- 1.5 The student will construct a simple map of a familiar area, using basic map symbols in the map legend.
- 1.6 The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

#### **Economics**

- 1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.
- 1.8 The student will explain that people make choices because they cannot have everything they want.
- 1.9 The student will recognize that people save money for the future to purchase goods and services.

## **Civics**

- 1.10 The student will apply the traits of a good citizen by
- a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
  - b) recognizing the purpose of rules and practicing self-control;
  - c) working hard in school;
  - d) taking responsibility for one's own actions;
  - e) valuing honesty and truthfulness in oneself and others;
  - f) participating in classroom decision making through voting.
- 1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by
- a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
  - b) demonstrating respect for the American flag by learning about the Pledge of Allegiance.
- 1.12 The student will recognize that communities in Virginia
- a) have local governments;
  - b) benefit from people who volunteer in their communities;
  - c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

**ELD STANDARD 5: The Language of Social Studies**
**EXAMPLE TOPIC: Neighborhoods/Communities**

**CONNECTION:** *Common Core Standards Speaking and Listening Standards K–5 Comprehension and Collaboration #4 (Grade 1):* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students participate in role-play activities (e.g., with costumes/puppets) involving different members of their community using information from classroom guest speakers, field trips, videos, stories, or posters.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND the roles of community members/workers.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Name community workers using word walls and realia that represent their roles in different settings	State the work of community workers using realia (e.g., “Firefighters put out fires.”)	Describe the work of community workers using realia (e.g., “Firefighters ride a truck and use a hose to fight fires.”)	Describe in detail the work of community workers using realia (e.g., “Firefighters are brave and work as a team to put out fires.”)	Discuss the work of community workers using realia (e.g., “The firefighters protect our community and save lives. For example...”)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: community, neighborhood, safety						

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**ELD STANDARD:** \_\_\_\_\_ **EXAMPLE TOPIC:** What is one of the topics addressed in the selected content standard(s)?

**CONNECTION:** Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

<b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?						
<b>Language Domain(s):</b> How will learners process and use language?	<b>Level 1</b> <b>Entering</b>	<b>Level 2</b> <b>Emerging</b>	<b>Level 3</b> <b>Developing</b>	<b>Level 4</b> <b>Expanding</b>	<b>Level 5</b> <b>Bridging</b>	<b>Level 6 – Reaching</b>
	<p><b>A Strand of Model Performance Indicators:</b></p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
<b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?						

## **Grade Two**

### **Introduction to History and Social Science**

The standards for second-grade students include an introduction to the heritage and contributions of the people of ancient China and Egypt and of the American Indians, past and present. Students should continue developing map skills and demonstrate an understanding of basic economic concepts. The students will identify selected American individuals who have worked to improve the lives of American citizens. The students will recognize that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

#### **History**

- 2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.
- 2.2 The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.
- 2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

#### **Geography**

- 2.4 The student will develop map skills by
  - a) locating the United States, China, and Egypt on world maps;
  - b) understanding the relationship between the environment and the culture of ancient China and Egypt;
  - c) locating the regions of the Powhatan, Lakota, and Pueblo Indians on United States maps;
  - d) understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians.
- 2.5 The student will develop map skills by
  - a) locating the equator, the seven continents, and the five oceans on maps and globes;
  - b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, and Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries.
- 2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

#### **Economics**

- 2.7 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).
- 2.8 The student will distinguish between the use of barter and the use of money in the exchange for goods and services.
- 2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.



## **Civics**

- 2.10 The student will explain the responsibilities of a good citizen, with emphasis on
- a) respecting and protecting the rights and property of others;
  - b) taking part in the voting process when making classroom decisions;
  - c) describing actions that can improve the school and community;
  - d) demonstrating self-discipline and self-reliance;
  - e) practicing honesty and trustworthiness.
- 2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., as Americans whose contributions improved the lives of other Americans.
- 2.12 The student will understand that the people of Virginia
- a) have state and local government officials who are elected by voters;
  - b) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles.

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Historical times & people

**CONNECTION:** *Common Core Reading Standards for Informational Text, Key Ideas and Details #2 (Grade 2):* Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 2. Describe the connection between a series of historical events, scientific ideas or concepts, or steps.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students research historical times and people using informational texts in preparation for creating a timeline poster.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the connections between different historical times and people.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Match pictures with information about historical times and people from illustrated texts with a partner	Identify important information about historical times and people from illustrated texts with a partner	Sort information about historical times and people from illustrated texts using graphic organizers in small groups	Sequence information about historical times and people from illustrated texts using graphic organizers in small groups	Connect information about historical times and people from illustrated texts using graphic organizers (e.g., timelines)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: historical times, communication						

See expanded version of this strand on pp. 26–27

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**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

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<b>Language Domain(s):</b> How will learners process and use language?	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
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<b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?						

## Grade Three

### Introduction to History and Social Science

The standards for third-grade students include an introduction to the heritage and contributions of the peoples of ancient Greece and Rome and the West African empire of Mali. Students should continue developing map skills and demonstrate an understanding of basic economic concepts. Students will explain the importance of the basic principles of democracy and will identify the contributions of selected individuals. Students will recognize that Americans are a people who have diverse ethnic origins, customs, and traditions, who all contribute to American life, and who are united as Americans by common principles.

#### History

- 3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.
- 3.2 The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).
- 3.3 The student will study the exploration of the Americas by
  - a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;
  - b) identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians.

#### Geography

- 3.4 The student will develop map skills by
  - a) locating Greece, Rome, and West Africa;
  - b) describing the physical and human characteristics of Greece, Rome, and West Africa;
  - c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.
- 3.5 The student will develop map skills by
  - a) positioning and labeling the seven continents and five oceans to create a world map;
  - b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres;
  - c) locating the countries of Spain, England, and France;
  - d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia);
  - e) locating specific places, using a simple letter-number grid system.
- 3.6 The student will read and construct maps, tables, graphs, and/or charts.

#### Economics

- 3.7 The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.
- 3.8 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.
- 3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

## **Civics**

- 3.10 The student will recognize the importance of government in the community, Virginia, and the United States of America by
- a) explaining the purpose of rules and laws;
  - b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
  - c) explaining that government protects the rights and property of individuals.
- 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by
- a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
  - b) identifying the contributions of George Washington; Thomas Jefferson; Abraham Lincoln; Rosa Parks; Thurgood Marshall; Martin Luther King, Jr.; and Cesar Chavez;
  - c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms,
  - d) describing how people can serve the community, state, and nation.
- 3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Civic participation

**CONNECTION:** *National Standards for Civics and Government C–D (Grades K–4):* Students should be able to explain why certain rights are important to the individual and to a democratic society, such as personal, political, and economic rights. Students should be able to explain why certain responsibilities are important to themselves and their family, community, state, and nation, such as personal and civic responsibilities.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students read informational texts about the rights and responsibilities of citizens, create visual representations of them, and practice identifying them.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND citizens' rights and responsibilities.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Match labels to photos, pictures, or icons representing citizens' rights and responsibilities with a partner in L1 or L2	Match descriptions to photos, pictures, or icons representing citizens' rights and responsibilities with a partner in L1 or L2	Locate details related to citizens' rights and responsibilities with a partner using graphic organizers	Distinguish among citizens' rights and responsibilities with a partner using graphic organizers	Infer citizens' rights and responsibilities based on texts	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: citizenship, individual rights and responsibilities, duty, law and order						

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	<p><b>A Strand of Model Performance Indicators:</b></p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
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## Virginia Studies

The standards for Virginia Studies allow students to develop a greater understanding of Virginia's rich history, from the cultures of its native peoples and the founding of Jamestown to the present. Geographic, economic, and civic concepts are presented within this historical context. Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history, and will understand the contributions made by people of diverse cultural and ethnic backgrounds. Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. Ideas that form the foundation for political institutions in Virginia and the United States also will be included as part of the story of Virginia.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

### Skills

- VS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- a) identify and interpret artifacts and primary and secondary source documents to understand events in history;
  - b) determine cause-and-effect relationships;
  - c) compare and contrast historical events;
  - d) draw conclusions and make generalizations;
  - e) make connections between past and present;
  - f) sequence events in Virginia history;
  - g) interpret ideas and events from different historical perspectives;
  - h) evaluate and discuss issues orally and in writing;
  - i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

### Virginia: The Physical Geography and Native Peoples

- VS.2 The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by
- a) locating Virginia and its bordering states on maps of the United States;
  - b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
  - c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp);
  - d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;
  - e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;
  - f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown;
  - g) identifying and locating the current state-recognized tribes.



## **Colonization and Conflict: 1607 through the American Revolution**

- VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by
- explaining the reasons for English colonization;
  - describing how geography influenced the decision to settle at Jamestown;
  - identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
  - identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;
  - identifying the importance of the arrival of Africans and English women to the Jamestown settlement;
  - describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival;
  - describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers.
- VS.4 The student will demonstrate knowledge of life in the Virginia colony by
- explaining the importance of agriculture and its influence on the institution of slavery;
  - describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians;
  - explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond;
  - describing how money, barter, and credit were used;
  - describing everyday life in colonial Virginia.
- VS.5 The student will demonstrate knowledge of the role of Virginia in the American Revolution by
- identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence;
  - identifying the various roles played by whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette;
  - identifying the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown.

## **Political Growth and Western Expansion: 1781 to the Mid 1800s**

- VS.6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
- explaining why George Washington is called the "Father of our Country" and James Madison is called the "Father of the Constitution";
  - identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom;
  - explaining the influence of geography on the migration of Virginians into western territories.

## **Civil War and Postwar Eras**

- VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by
- a) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;
  - b) describing Virginia's role in the war, including identifying major battles that took place in Virginia;
  - c) describing the roles played by whites, enslaved African Americans, free African Americans, and American Indians.
- VS.8 The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by
- a) identifying the effects of Reconstruction on life in Virginia;
  - b) identifying the effects of segregation and "Jim Crow" on life in Virginia for whites, African Americans, and American Indians;
  - c) describing the importance of railroads, new industries, and the growth of cities to Virginia's economic development.

## **Virginia: 1900 to the Present**

- VS.9 The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by
- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries;
  - b) identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events;
  - c) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;
  - d) identifying the political, social, and/or economic contributions made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.
- VS.10 The student will demonstrate knowledge of government, geography, and economics by
- a) identifying the three branches of Virginia government and the function of each;
  - b) describing the major products and industries of Virginia's five geographic regions;
  - c) explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Exploration

**CONNECTION:** *National Standards for World History: Social Studies Standards 1A-C, (Grade 5):* Demonstrate understanding of the origins and consequences of European overseas expansion in the 15th and 16th centuries; Demonstrate understanding of the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries; Demonstrate understanding of the consequences of the worldwide exchange of flora, fauna, and pathogens.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students examine the impacts of exploration on both the old and new worlds (e.g., pretend you are an explorer writing a letter home or in your journal) after participating in a large group activity to map the spread of plants, animals, diseases, and riches in the age of exploration.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE effects of exploration on history.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	List positive and negative impacts of exploration using graphic organizers (e.g., T-chart, concept map) and illustrated word banks in L1 or L2	State positive and negative impacts of exploration using illustrated word banks in L1 or L2	Describe and give examples of positive and negative impacts of exploration using graphic organizers and word banks	Explain and give specific examples of positive and negative impacts of exploration using graphic organizers	Critique impacts of exploration and give detailed examples (e.g., new discoveries v. loss of native culture, freedom, life)	
<b>TOPIC-RELATED LANGUAGE:</b> : Students at all levels of English language proficiency interact with grade-level words and expressions, such as: colonization, explorers/ exploration, discover/discovery, conquerer/conquest						

**Figure O: Guiding Questions for the Components of WIDA English Language Development Strands**

**GRADE:** \_\_\_\_\_



**ELD STANDARD:** \_\_\_\_\_ **EXAMPLE TOPIC:** What is one of the topics addressed in the selected content standard(s)?

**CONNECTION:** Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

<b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?						
<b>Language Domain(s):</b> How will learners process and use language?	<b>Level 1</b> <b>Entering</b>	<b>Level 2</b> <b>Emerging</b>	<b>Level 3</b> <b>Developing</b>	<b>Level 4</b> <b>Expanding</b>	<b>Level 5</b> <b>Bridging</b>	<b>Level 6 – Reaching</b>
	<p><b>A Strand of Model Performance Indicators:</b></p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
<b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?						

## United States History to 1865

Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

### Skills

- USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
  - make connections between the past and the present;
  - sequence events in United States history from pre-Columbian times to 1865;
  - interpret ideas and events from different historical perspectives;
  - evaluate and discuss issues orally and in writing;
  - analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
  - distinguish between parallels of latitude and meridians of longitude;
  - interpret patriotic slogans and excerpts from notable speeches and documents;
  - identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

### Geography

- USI.2 The student will use maps, globes, photographs, pictures, or tables to
- locate the seven continents and five oceans;
  - locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
  - locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
  - recognize key geographic features on maps, diagrams, and/or photographs.

## **Exploration to Revolution: Pre-Columbian Times to the 1770s**

- USI.3 The student will demonstrate knowledge of how early cultures developed in North America by
- describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.
  - locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);
  - describing how the American Indians used the resources in their environment.
- USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by
- describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
  - describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land;
  - identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.
- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- describing the religious and economic events and conditions that led to the colonization of America;
  - describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence;
  - describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans;
  - identifying the political and economic relationships between the colonies and Great Britain.

## **Revolution and the New Nation: 1770s to the Early 1800s**

- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- identifying the issues of dissatisfaction that led to the American Revolution;
  - identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;
  - describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry;
  - explaining reasons why the colonies were able to defeat Great Britain.
- USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by
- identifying the weaknesses of the government established by the Articles of Confederation;
  - describing the historical development of the Constitution of the United States;
  - describing the major accomplishments of the first five presidents of the United States.

## **Expansion and Reform: 1801 to 1861**

- USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
- a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
  - b) identifying the geographic and economic factors that influenced the westward movement of settlers;
  - c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;
  - d) identifying the main ideas of the abolitionist and women's suffrage movements.

## **Civil War: 1861 to 1865**

- USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
- a) describing the cultural, economic, and constitutional issues that divided the nation;
  - b) explaining how the issues of states' rights and slavery increased sectional tensions;
  - c) identifying on a map the states that seceded from the Union and those that remained in the Union;
  - d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;
  - e) using maps to explain critical developments in the war, including major battles;
  - f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

**ELD STANDARD 5: The Language of Social Studies**
**EXAMPLE TOPIC: Forms & organization of government**

**CONNECTION:** *National Curriculum Standards for Social Studies, Standard 6: Power, Authority, and Governance (Middle Grades):* Learners will understand: fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity); The ideologies and structures of political systems that differ from those of the United States; The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students exchange ideas about features of their own form and organization of government in preparation for giving a multimedia presentation.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency CREATE model governments.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Suggest features of model governments using illustrated templates in small groups in L1 or L2	Suggest detailed features of model governments using illustrated templates in small groups in L1 or L2	Discuss features of model governments using a template in small groups	Discuss reasons for selection of features of model governments using a template in small groups	Defend selection of features of model governments (e.g., through debate)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: forms of government, personal rights, equality, the common good						



**Figure O: Guiding Questions for the Components of WIDA English Language Development Strands**

**GRADE:** \_\_\_\_\_



**ELD STANDARD:** \_\_\_\_\_ **EXAMPLE TOPIC:** What is one of the topics addressed in the selected content standard(s)?

**CONNECTION:** Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

<b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?						
<b>Language Domain(s):</b> How will learners process and use language?	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
	<p><b>A Strand of Model Performance Indicators:</b></p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
<b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?						

## United States History: 1865 to the Present

Students will continue to use skills for historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after civil war will be examined chronologically as students develop an understanding of how the American experience shaped the world's political and economic landscapes.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

### Skills

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
  - make connections between the past and the present;
  - sequence events in United States history from 1865 to the present;
  - interpret ideas and events from different historical perspectives;
  - evaluate and debate issues orally and in writing;
  - analyze and interpret maps that include major physical features;
  - use parallels of latitude and meridians of longitude to describe hemispheric location;
  - interpret patriotic slogans and excerpts from notable speeches and documents;
  - identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

### Geography

- USII.2 The student will use maps, globes, photographs, pictures, or tables for
- explaining how physical features and climate influenced the movement of people westward;
  - explaining relationships among natural resources, transportation, and industrial development after 1865;
  - locating the 50 states and the cities most significant to the historical development of the United States.

### Reconstruction: 1865 to 1877

- USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by
- analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
  - describing the impact of Reconstruction policies on the South and North;
  - describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

## **Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s**

- USII.4 The student will demonstrate knowledge of how life changed after the Civil War by
- identifying the reasons for westward expansion, including its impact on American Indians;
  - explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;
  - describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;
  - explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;
  - describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

## **Turmoil and Change: 1890s to 1945**

- USII.5 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by
- explaining the reasons for and results of the Spanish American War;
  - describing Theodore Roosevelt’s impact on the foreign policy of the United States;
  - explaining the reasons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war.
- USII.6 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
  - describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
  - examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance;
  - identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.
- USII.7 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by
- identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
  - locating and describing the major events and turning points of the war in Europe and the Pacific;
  - describing the impact of the war on the home front.

## **The United States since World War II**

- USII.8 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;
  - describing the conversion from a wartime to a peacetime economy;
  - identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;
  - describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities;
  - describing how international trade and globalization have impacted American life.

- USII.9 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by
- a) examining the Civil Rights Movement and the changing role of women;
  - b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;
  - c) identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically;
  - d) examining American foreign policy, immigration, the global environment, and other emerging issues.

**ELD STANDARD 5: The Language of Social Studies**
**EXAMPLE TOPIC: Agriculture**

**CONNECTION:** *Common Core Reading Standards for Literacy in History/Social Studies, Integration of Knowledge & Ideas #7:* Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students read informational texts and related websites about crops or agricultural products to interpret maps or create charts.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the importance of agricultural resources to regional economies.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Identify agricultural icons using visual or graphic support (e.g., on maps or graphs)	Locate resources or agricultural products using visual or graphic support	Distinguish among resources or agricultural products using visual or graphic support	Find patterns associated with resources or agricultural products using visual or graphic support	Draw conclusions about resources or agricultural products on maps or graphs from grade-level text	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: renewable, non-renewable, resource allocation						

See expanded version of this strand on pp. 36–37

**Figure O: Guiding Questions for the Components of WIDA English Language Development Strands**

**GRADE:** \_\_\_\_\_



**ELD STANDARD:** \_\_\_\_\_ **EXAMPLE TOPIC:** What is one of the topics addressed in the selected content standard(s)?

**CONNECTION:** Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

<b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?						
<b>Language Domain(s):</b> How will learners process and use language?	<b>Level 1</b> <b>Entering</b>	<b>Level 2</b> <b>Emerging</b>	<b>Level 3</b> <b>Developing</b>	<b>Level 4</b> <b>Expanding</b>	<b>Level 5</b> <b>Bridging</b>	<b>Level 6 – Reaching</b>
	<p><b>A Strand of Model Performance Indicators:</b></p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
<b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?						

## Civics and Economics

Standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the constitutions of Virginia and the United States, will identify the rights, duties, and responsibilities of citizens, and will describe the structure and operation of government at the local, state, and national levels. Students will investigate the process by which decisions are made in the American market economy and explain the government's role in it. The standards identify personal character traits, such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty, that facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society.

Civic education also must emphasize the intellectual and practical skills required for responsible citizenship. Students will practice these skills both inside and outside the classroom as they extend their understanding of the essential knowledge defined by the standards for Civics and Economics.

- CE.1 The student will develop the social studies skills responsible citizenship requires, including the ability to
- examine and interpret primary and secondary source documents;
  - create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;
  - analyze political cartoons, political advertisements, pictures, and other graphic media;
  - distinguish between relevant and irrelevant information;
  - review information for accuracy, separating fact from opinion;
  - identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;
  - formulate an informed, carefully reasoned position on a community issue;
  - select and defend positions in writing, discussion, and debate.
- CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by
- explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
  - explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights;
  - identifying the purposes for the Constitution of the United States as stated in its Preamble;
  - identifying the procedures for amending the Constitution of Virginia and the Constitution of the United States.
- CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
- describing the processes by which an individual becomes a citizen of the United States;
  - describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;
  - describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
  - examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;
  - evaluating how civic and social duties address community needs and serve the public good.

- CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by
- practicing trustworthiness and honesty;
  - practicing courtesy and respect for the rights of others;
  - practicing responsibility, accountability, and self-reliance;
  - practicing respect for the law;
  - practicing patriotism;
  - practicing decision making;
  - practicing service to the school and/or local community.
- CE.5 The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
- describing the functions of political parties;
  - comparing the similarities and differences of political parties;
  - analyzing campaigns for elective office, with emphasis on the role of the media;
  - examining the role of campaign contributions and costs;
  - describing voter registration and participation;
  - describing the role of the Electoral College in the election of the president and vice president;
  - participating in simulated local, state, and/or national elections.
- CE.6 The student will demonstrate knowledge of the American constitutional government at the national level by
- describing the structure and powers of the national government;
  - explaining the principle of separation of powers and the operation of checks and balances;
  - explaining and/or simulating the lawmaking process;
  - describing the roles and powers of the executive branch.
- CE.7 The student will demonstrate knowledge of the American constitutional government at the state level by
- describing the structure and powers of the state government;
  - explaining the relationship of state governments to the national government in the federal system;
  - explaining and/or simulating the lawmaking process;
  - describing the roles and powers of the executive branch and regulatory boards.
- CE.8 The student will demonstrate knowledge of the American constitutional government at the local level by
- describing the structure and powers of the local government;
  - explaining the relationship of local government to the state government;
  - explaining and/or simulating the lawmaking process.
- CE.9 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
- examining the impact of the media on public opinion and public policy;
  - describing how individuals and interest groups influence public policy;
  - describing the impact of international issues and events on local decision making.
- CE.10 The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
- describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;
  - describing the exercise of judicial review;
  - comparing and contrasting civil and criminal cases;
  - explaining how due process protections seek to ensure justice.



- CE.11 The student will demonstrate knowledge of how economic decisions are made in the marketplace by
- a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;
  - b) comparing the differences among traditional, free market, command, and mixed economies;
  - c) describing the characteristics of the United States economy, including limited government, private property, profit, and competition.
- CE.12 The student will demonstrate knowledge of the structure and operation of the United States economy by
- a) describing the types of business organizations and the role of entrepreneurship;
  - b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
  - c) explaining how financial institutions channel funds from savers to borrowers;
  - d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.
- CE.13 The student will demonstrate knowledge of the role of government in the United States economy by
- a) examining competition in the marketplace;
  - b) explaining how government provides certain goods and services;
  - c) describing the impact of taxation, including an understanding of the reasons for the 16th Amendment, spending, and borrowing;
  - d) explaining how the Federal Reserve System acts as the nation's central bank;
  - e) describing the protection of consumer rights and property rights;
  - f) recognizing that government creates currency and coins and that there are additional forms of money.
- CE.14 The student will demonstrate knowledge of personal finance and career opportunities by
- a) identifying talents, interests, and aspirations that influence career choice;
  - b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
  - c) identifying abilities, skills, and education and the changing supply and demand for them in the economy;
  - d) examining the impact of technological change and globalization on career opportunities;
  - e) describing the importance of education to lifelong personal finances;
  - f) examining the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Globalization

**CONNECTION:** *Common Core State Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Text Type and Purposes #2 (Grades 6–8):* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students read informational articles on globalization to consider its impact on their lives (e.g., Internet, mass media, food and beverage distributors, retail stores).

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE the effects of globalization around the world and in their local community.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Classify visually-supported words or phrases related to the effects of globalization using graphic organizers with a partner in L1 or L2	Categorize language related to the effects of globalization using graphic organizers with a partner	Organize language related to the effects of globalization based on visually-supported text using graphic organizers with a partner	Compare the effects of globalization based on text using graphic organizers in small groups	Draw conclusions about the effects of globalization based on text in small groups	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: interdependence, worldwide, network, transnational						

**Figure O: Guiding Questions for the Components of WIDA English Language Development Strands**

**GRADE:** \_\_\_\_\_



**ELD STANDARD:** \_\_\_\_\_ **EXAMPLE TOPIC:** What is one of the topics addressed in the selected content standard(s)?

**CONNECTION:** Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

<b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?						
<b>Language Domain(s):</b> How will learners process and use language?	<b>Level 1</b> <b>Entering</b>	<b>Level 2</b> <b>Emerging</b>	<b>Level 3</b> <b>Developing</b>	<b>Level 4</b> <b>Expanding</b>	<b>Level 5</b> <b>Bridging</b>	<b>Level 6 – Reaching</b>
	<p><b>A Strand of Model Performance Indicators:</b></p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
<b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?						