

ELL CO-OP PLC WIDA/GSE Alignment Project

Social Studies

Civics and Governments

The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.

SS:CV:1 The Nature and Purpose of Government: Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.

SS:CV:12.1.1	Identify the structures and functions of government at various levels, e.g., county—role of the sheriff’s office, or nation—role of providing the defense of the country. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)
Level 1 Entering	Label five visual representations of vocabulary words (e.g., <i>government, representative, court, vote, president</i>) with words from a word bank.
Level 2 Beginning	Match basic offices of government (e.g., mayor, alderman, board of selectmen, school board, state representatives, governor, federal judge, local police, state police, FBI, etc.) with the jobs that they perform.
Level 3 Developing	Differentiate among the responsibilities of government at various levels (e.g., law enforcement by local police, state police, and federal agencies; or education by local school boards and principals, state departments of education, and the federal department of education).
Level 4 Expanding	Compare and contrast the different roles of different levels of government and their purposes (e.g., the responsibilities of the mayor and aldermen or board of selectmen compared to those of the governor, or the New Hampshire General Court compared to the President and Congress), using various sources to complete a graphic organizer and then write a paragraph.
Level 5 Bridging	Analyze and discuss the purpose, strengths and weaknesses of our federal system, using information gained through reading grade-level material (e.g., discussion might include an examination of the tug-of-war over what level should determine policies for the issues of abortion, education, gay rights, the death penalty, etc.).

SS:CV:12.1.2	Examine how institutions and individuals make, apply, and enforce rules and laws, e.g., the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning regulations. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)
Level 1 Entering	Match rules and laws with the individuals within the school and local community responsible for enforcing them (e.g., teachers and classroom rules; principals and school policies; police and local laws).
Level 2 Beginning	Match agencies with what they do, using a chart showing emblems and names of agencies and a word bank of simple job descriptions (e.g., FCC and a television and radio, ATF and a bottle of alcohol and a gun, FDA and a package of food and

ELL CO-OP PLC WIDA/GSE Alignment Project

	medications).
Level 3 Developing	Listen to or read short descriptions of federal and local agencies and describe their functions, in a small group.
Level 4 Expanding	Discuss the personal impact of the laws and rules made, applied, and enforced by federal and local agencies, with a partner, and then fill in key points on a graphic organizer to record the discussion.
Level 5 Bridging	Create a new agency and give a presentation explaining what it does and why.

SS:CV:12.1.3	Evaluate how the purposes of government have been interpreted, e.g., promoting the general welfare or protection of private property. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs)
Level 1 Entering	Create visual representations of the key purposes of the government (e.g., justice, domestic tranquility, common defense, general welfare, blessings of liberty), as listed in the Preamble to the Constitution, using native language resources.
Level 2 Beginning	Match principles from the Preamble of the Constitution to corresponding organizations using visuals (e.g., general welfare as represented by an image of a school or police station; justice as represented by a courthouse; common defense as represented by a soldier).
Level 3 Developing	Find and describe with a partner examples of how the government has fulfilled its purpose as stated in the Preamble, by using images from newspapers and magazines (e.g., pictures of natural disasters or house fires, police quelling riots, border patrol enforcement).
Level 4 Expanding	Compare and contrast how various political parties have applied the principles of the Preamble in a paragraph, using a graphic organizer that provides party names and examples.
Level 5 Bridging	Defend personal interpretation of one of the purposes of government in essay form, using a writing model.

SS:CV:12.1.4	Explain how in the United States legitimate authority derives from custom, law and consent of the governed, e.g., the Mayflower Compact or local curfews. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)
Level 1 Entering	Demonstrate the idea of "consent of the governed" by creating some classroom rules by consensus, in a small group.
Level 2 Beginning	Match visual representations of laws with their positive and negative consequences, and provide basic verbal explanations, with a partner (e.g., a speed limit sign with two cars crashing and two cars driving safely; a park curfew with teenagers drinking at a playground and teenagers studying at home).
Level 3 Developing	Brainstorm in a group the responsibilities of a good citizen; then list these responsibilities (e.g., voting, protesting, following rules, paying taxes, participating in community events, etc.).
Level 4 Expanding	Create a cause and effect organizer, in pairs, showing reasons for non-participation in the decisions of government and its effects on citizens and residents.
Level 5 Bridging	Discuss the meaning of "a government of the people, by the people, for the people" in a small group; then write a paragraph about it.

Economics

ELL CO-OP PLC WIDA/GSE Alignment Project

Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.

Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.

SS:EC:2 Basic Economic Concepts: Students will learn about the pillars of a free market economy and the market mechanism.

SS:EC:12: 2:1	Explain how the allocation of resources impacts productivity and ultimately economic growth, e.g., worker migrations. (Themes: D: Material Wants and Needs, F: Global Transformation)
Level 1 Entering	Identify human, natural, and capital resources by labeling of photographs.
Level 2 Beginning	Recognize that all resources are limited, through a hands-on construction activity (e.g., students will be given a limited supply of materials and then be asked to construct the greatest number of widgets in the most efficient way).
Level 3 Developing	Identify the resources available in different regions, using maps and charts, and explain what those resources could produce (e.g., prairie lands and grazing livestock; iron ore and manufacturing; human labor and service industries).
Level 4 Expanding	Explain how the availability of resources leads to trade, using specific examples from different geographic regions, with support from resource maps and texts (e.g., minerals exported from Africa to manufacturing countries; scrap metal exported to China; oil imported by Japan; fruits and vegetables imported by the U.S. from Central and South America in winter).
Level 5 Bridging	Evaluate how the unequal distribution of resources relates to economic growth, migration, wars, and national disasters, in essay form.

SS:EC:12: 2:2	Use a circular flow model to explain the interdependence of business, government and households in the factor and product markets. (Themes: D: Material Wants and Needs)
Level 1 Entering	Label the pictures that represent business, government, and households on a circular flow model.
Level 2 Beginning	Define the vocabulary shown along the arrows of a circular flow chart, with visual support.
Level 3 Developing	Convert circular flow processes into oral or written sentences, in small groups.
Level 4	Identify a common product, and describe how it relates to the circular flow model

ELL CO-OP PLC WIDA/GSE Alignment Project

Expanding	(e.g., music downloads provide individuals with entertainment, provide the government with business taxes, and protect the music business through government copyright laws).
Level 5 Bridging	Explain the consequences of an imbalance created by removing one piece of the model (e.g., in the example in Level 4, what would occur if the government were removed?), in small groups.

SS:EC:12: 2:3	Interpret demand and supply schedules/graphs including the influences on price elasticity, e.g., the impact of downloading music from the internet. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)
Level 1 Entering	Demonstrate the meaning of the vocabulary words <i>wants, needs, supply, demand</i> , using visuals and/or real objects.
Level 2 Beginning	Distinguish verbally between needs and wants, using visual support or real-life experiences (e.g., <i>I need clothes, but I want cool soccer shoes; I need food, but I want a Big Mac</i>).
Level 3 Developing	Predict how an event would change demand for products or services by filling in a hypothetical schedule/graph depicting price change, in small groups (e.g., Hurricane Katrina and the price of drywall or umbrellas).
Level 4 Expanding	Predict the economic impact of events such as war and natural disasters on supply and demand, by discussing in a small group events from personal experience or history that illustrate the law of supply and demand; then create a graph and explain its meaning in a short written narrative.
Level 5 Bridging	Discuss in a small the supply of resources and hierarchy of needs following a natural or man-made disaster (e.g., floods, wild fires); then write a summary of the discussion.

SS:EC:12: 2:4	Describe the similarities and differences among monopoly, oligopoly, monopolistic and pure competition, e.g., ease of entry and degree of price control. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change; H: Individualism, Equality and Authority)
Level 1 Entering	Identify pictorial representations of a monopoly, an oligopoly, and competition (e.g., electricity as monopoly, cable/satellite as oligopoly, and brands of computers as competition), from graphic representations.
Level 2 Beginning	Complete a chart, with a partner, of adjectives related to monopoly, oligopoly, and competition (e.g., many/few/one, better services/poor services, high priced/lower priced).
Level 3 Developing	Create a graph that compares prices of similar products in a monopolistic vs. competitive environment, in small groups (e.g., long distance telephone with AT&T only; then AT&T and Sprint, MCI, Verizon, etc; or railroads, airlines, or cable television).
Level 4 Expanding	Discuss in round robin format events that may cause a competitive environment to become a monopolistic one, or vice versa (e.g., war, national security, or government deregulation or regulation); then write a list of the events discussed.
Level 5 Bridging	Debate the proposition that a competitive environment fosters the entrepreneurial spirit while a monopolistic environment squelches innovation.

SS:EC:12: 2:5	Analyze the similarities and differences among sole proprietorships, partnerships, and corporations, e.g., number of owners and financing options. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change; H: Individualism, Equality and Authority)
Level 1 Entering	Match different kinds of ownership (sole proprietor, partnership, corporation) with visual representations.
Level 2	Provide examples of each type of ownership from personal experience or prior

ELL CO-OP PLC WIDA/GSE Alignment Project

Beginning	knowledge, and share with a partner.
Level 3 Developing	List the benefits of each class of ownership, in small groups.
Level 4 Expanding	Compare and contrast the three types of ownership, using a triple Venn diagram, in small groups; then write a paragraph summarizing the results.
Level 5 Bridging	Create a business with a partner; then discuss the advantages and disadvantages of running that business as a sole proprietorship, partnership, or corporation; summarize the discussion in writing.

Geography

The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.

A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.

SS:GE:1 Environment and Society: Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.

SS:GE:12: 1:1	Use graphic tools to depict geographic issues, e.g., ice production in the Philippines or voting patterns in the United States. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)
Level 1 Entering	Color different regions on a map using a key (e.g., climate, population, density, elevation).
Level 2 Beginning	Predict, with a partner, the needs of residents in different geographical areas, using physical and climate maps.
Level 3 Developing	Identify possible natural disasters (e.g., plains have tornadoes, tropical waters have hurricanes, fault lines have volcanoes and earthquakes) by geographic regions, in small groups.
Level 4 Expanding	Compare charts of yearly rainfall with charts of food production to identify patterns across different regions; in small groups, create a graphic showing the patterns.
Level 5 Bridging	Prepare and present a report about a specific geographic location, and how it affects communication, diet, transportation, health and lifespan, and access to goods and services.

SS:GE:12: 1:2	Demonstrate how mental maps reflect the human perception of places, e.g., people's decisions to migrate or attitudes towards other cultures. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change; I: Patterns of Social and Political Interaction)
Level 1 Entering	Match adjectives such as <i>hot/cold</i> , <i>rich/poor</i> , <i>big/small</i> to various countries, with a partner.
Level 2 Beginning	List reasons why families came to the United States, in a small group, using a word bank and/or bilingual dictionary.

ELL CO-OP PLC WIDA/GSE Alignment Project

Level 3 Developing	Describe possible misperceptions that people from one culture have of another culture, in small groups (e.g., Dominicans and Haitians; Public Housing Projects and suburban living; Asians and Blacks in the United States).
Level 4 Expanding	Discuss in a small group how personal perceptions have changed through familiarization with a new country or culture; then write a summary of the discussion.
Level 5 Bridging	Make a mental map of the home country and describe and evaluate it in a small group; then research factual information about the country (in pairs if others are researching the same country) and create a Venn diagram comparing and contrasting the mental map with the factual information.

SS:GE:12: 1:3	Analyze spatial interactions and models of spatial organization, e.g., trade flows between countries or location of industry in areas of low production costs. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change; F: Global Transformation)
Level 1 Entering	Make a list of products made from a vital resource (e.g., oil, wood), using a word bank and/or bilingual dictionary.
Level 2 Beginning	Sort products by geographic locations (e.g., the distribution of agricultural crops, such as apples from North America and bananas from Central America), using maps.
Level 3 Developing	Find examples of the impact of proximity on disputes or trade, using charts (e.g., relations between Pakistan and India or price of roses in Alaska).
Level 4 Expanding	Interpret the impact of proximity to resources on day-to-day lives (e.g., the availability of native foods in the United States, the health effects of living next to coal mines, employment opportunities), through personal stories.
Level 5 Bridging	Debate issues related to spatial interactions (e.g., border disputes, trade) and natural resources (e.g., independence/interdependence between countries).

History

The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.

An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

ELL CO-OP PLC WIDA/GSE Alignment Project

SS:HI:5 Social/Cultural: Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.

SS HI:12: 5:1	Explore the tensions between the values of unity and pluralism in defining our national identity, e.g., the Puritans v Anne Hutchinson or the counter-culture vs. the silent majority. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)
Level 1 Entering	Identify groups (e.g., cultural, religious, school, gender, political, etc.) that students are members of, from a list.
Level 2 Beginning	Interview one other student and create a Venn diagram to compare and contrast the groups (e.g., cultural, religious, school, gender, political, etc.) that each belongs to.
Level 3 Developing	Create working definitions for the terms <i>unity</i> and <i>pluralism</i> and share them with the class.
Level 4 Expanding	Discuss the interaction of pluralism and unity in an orderly society by analyzing an example from American history where groups have come into conflict, and the results of the conflict.
Level 5 Bridging	Examine the advantages and disadvantages of living in a pluralistic society and then write a position paper arguing in favor of a society based on unity or pluralism.

SS:HI:12: 5:2	Evaluate the changing roles of gender in society, e.g., the ideal of “Republican Motherhood” or Title IX. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)
Level 1 Entering	Sort pictures depicting men and women performing particular tasks according to the changing role of gender in society since the 1800s (e.g., female changing diaper and then man changing diaper; male doctor and female doctor; male auto mechanic and female auto mechanic).
Level 2 Beginning	Answer basic factual questions about the designation of gender roles, in pairs (e.g., <i>Who could be a doctor in 1850? Who could be a doctor in 1990? Why do people assume women should take care of babies?</i>)
Level 3 Developing	Match historical events with the changes they made in women’s roles (e.g., WWI and Suffrage, WWII and factory employment), using a pictorial timeline and other texts, in small groups.
Level 4 Expanding	Fill in a graphic organizer depicting the social implications of changing gender roles (e.g., a female factory worker in WWII was accused of neglecting her children; after Title IX girls have the opportunity to play on athletic teams and are accepted as athletes), and discuss it with a partner
Level 5 Bridging	Debate and write a position paper on whether children/society benefit more from having stay-at-home mothers, fathers, or two parents who work.

SS:HI:12: 5:3	Explore attitudes toward diversity held by groups and individuals, e.g., antebellum Southerners or Eleanor Roosevelt. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)
Level 1 Entering	Answer simple yes/no questions about attitudes regarding diversity, with graphic support (e.g., picture of an interracial couple; picture of classes separated by race or gender).
Level 2 Beginning	Create a working definition and provide examples of diverse and homogenous communities (e.g., rural New Hampshire town and Manchester, examples from native countries), with a partner.

ELL CO-OP PLC WIDA/GSE Alignment Project

Level 3 Developing	Predict attitudes of diverse and homogeneous communities and create a chart of different responses (e.g., white family in a black neighborhood, black family in a Korean neighborhood, Muslim family in a Christian neighborhood, or any of these families moving into an ethnically or religiously diverse area), in small groups.
Level 4 Expanding	Discuss the evolution of different attitudes toward diversity in the U.S. (e.g., blacks, Native Americans, old immigrants, new immigrants), in round-table setting.
Level 5 Bridging	Write an essay on the challenges of maintaining a diverse community by examining the statements of specific historical figures (e.g., Malcolm X, Eleanor Roosevelt, David Duke, Cesar Chavez, etc.).

SS:HI:12: 5:4	Examine the impact of social class on life in the United States, e.g., democracy in the Age of Jackson or public education. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)
Level 1 Entering	Sort pictures of rich, middle class, and poor neighborhoods (e.g., houses, businesses, classrooms, people and their clothing and accessories); then label the characteristics of each, using native language resources.
Level 2 Beginning	Sort and characterize adjectives to describe different social classes (e.g., <i>ghetto, respectable, clean, grimy, slummy, average, middle class, fancy, high class, elite</i>), using a word bank,
Level 3 Developing	List different events that assisted social transformation (e.g., Emancipation, Civil Rights legislation, G.I. Bill, etc.), with a partner, using text and timelines.
Level 4 Expanding	Create a chart depicting the positive and negative consequences of upward mobility, using specific historical examples, in small groups.
Level 5 Bridging	Analyze implications of class structure on social issues such as health care, education, or criminal justice, orally and then in writing.

SS:HI:12: 5:5	Analyze how religious ideas of morality have impacted social change, e.g., the Abolitionist Movement or the debate over legalized abortion. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)
Level 1 Entering	Identify the religions represented in the classroom and community through pictures or photographs.
Level 2 Beginning	List religious values and then match them with their social rules (e.g., <i>Thou shalt not murder</i> and laws against murder, <i>Honor thy mother and father</i> and respecting elders, Hindu reverence for cows and not eating beef), in pairs.
Level 3 Developing	Describe how religious ideas have shaped social movements in U. S. history, (e.g., Quaker concept of equality shaped the abolition, Christian concepts of gluttony and temptation shaped the temperance and prohibition movements; Christian fundamentalism shaped the teaching of creationism in the classroom), using a time line.
Level 4 Expanding	Explain how the major social changes in the U. S. have been supported or hindered by various religious ideas (e.g., the death penalty, abortion rights, gay rights, etc.), with a partner and using texts and outside sources.
Level 5 Bridging	Evaluate the following statement in an essay: Religious ideas of morality have had more impact on social change than social movements have had on religious ideas of morality.

World History

The study of World History and Contemporary Issues is important in helping

ELL CO-OP PLC WIDA/GSE Alignment Project

citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world.

Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.

The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?

SS:WH:2: Students will demonstrate their understanding of the interactions of peoples and governments over time.

SS:WH:12: 2.1	Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas, e.g., Arab traders in Africa, Europeans to Australia and Micronesia, or Western business representatives in East Asia. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)
Level 1 Entering	Match pictures representing various nationalities/races with pictures representing the corresponding items and ideas that they may have traded, while moving the pictures on a map along the routes (e.g., Arab with the Koran traveling from Arabia westward through Africa; the image of Santa Claus being spread from the United States to Japan; priests with the Bible from Spain to Central America).
Level 2 Beginning	Complete fill-in-the-blank sentences using a word bank of vocabulary (e.g., <i>In the 1500s, Spaniards brought Christianity to the New World</i>).
Level 3 Developing	Complete a graphic organizer listing major ideas and beliefs exchanged between various groups, using maps as support (e.g., Native American and European concepts of ownership of natural resources; Roman and Greek concepts of citizenship and representative government).
Level 4 Expanding	Write a paragraph describing the influence of one group upon another, with a partner, using a graphic organizer for details.
Level 5 Bridging	Create a presentation depicting how one group spread an idea to other regions (e.g., American concepts of capitalism as spread by bankers; British ideas, culture and language as spread through the British East India Tea Company).

ELL CO-OP PLC WIDA/GSE Alignment Project

SS:WH:12: 2.2	Evaluate how military encounters have often led to cultural exchanges, e.g., T'ang expansion, Mongol conquests, or World War II. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)
Level 1 Entering	Identify the countries and alliances that participated in various wars, using a word bank and a variety of historical maps (e.g., Axis and Allied nations of WWII; Russo-Japanese War).
Level 2 Beginning	Write sentences listing the participants involved in conflicts, using a word bank or graphic organizer, in small groups.
Level 3 Developing	List the cultural exchanges that have resulted from military encounters, using notes and texts (e.g., German democracy following WWI; Roman aqueducts, roads and religion following conquests).
Level 4 Expanding	Compare and contrast two military encounters, using notes and texts (e.g., Norse vs. British influence upon Ireland; Turks in Persia and Eastern Europe, with a partner).
Level 5 Bridging	Evaluate the benefits of conflict in light of cultural exchange (e.g., Roman conquests; Moorish invasion of Spain; Napoleonic conquests; Americans and the Korean War; WWI as diminishing the aristocratic state), in an essay.

SS:WH:12: 2.3	Assess the impact of migrations of peoples on the receiving societies, e.g., Chinese to Southeast Asia, Europeans to Latin America, or formerly colonized peoples to Europe. (Themes: F: Global Transformation, I: Patterns of Social and Political Interaction)
Level 1 Entering	Identify the countries of origin and the receiving countries of major migrations, using maps and illustrations (e.g., Rwandans to Congo; British to Canada; Armenians to the United States).
Level 2 Beginning	List the effects different migratory groups had on receiving societies, in small groups, using illustrations (e.g., holidays, foods and traditions).
Level 3 Developing	Match a list of specific holidays, foods, religion and traditions to their countries of origin, in small groups, using notes and online resources (e.g., curry to India; St. Patrick's Day to Ireland; sushi to Japan; Episcopalian Church to England; Decorated Christmas trees to Germany).
Level 4 Expanding	Present an oral report on the impact of a specific migration (e.g., Latin Americans in Japan in 1990s; Jewish Diaspora; Czech Roma and Sinti to Canada in the 21 st century; Irish after the Potato Famine).
Level 5 Bridging	Compare and contrast the impact of refugees versus immigrants on receiving societies (e.g., Zimbabwean refugees versus migrant diamond laborers in South Africa; Indian doctors versus Afghani refugees in western countries).

SS:WH:12: 2.4	Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts, e.g., arranged marriages between ruling families, the League of Nations, or nuclear non-proliferation treaties. (Themes: A: Conflict and Cooperation, F: Global Transformation)
Level 1 Entering	Arrange labeled pictorial representations of various treaties (e.g., Delian League, Salt I and II, Treaty of Versailles, Treaties of Paris, Dayton Agreement) along a timeline, with a partner.
Level 2 Beginning	Identify the groups involved in conflicts and resolutions, with a partner, using a fill-in-the-blank chart and a word bank (e.g., Great Britain and United States – Treaty of Paris 1783; Bosnians and Serbs – Dayton, Ohio; Japanese and Russians – Portsmouth, NH).
Level 3 Developing	Identify similarities and differences between various treaties, using a graphic organizer (e.g., Salt I and II; Camp David 1978 and 2000).
Level 4 Expanding	Discuss the various reasons why peace between certain groups has not been successful (e.g., Israel and Palestine; Darfur and the Sudanese government; Hutus and Tutsis; Basque Separatists and Spain); then propose possible solutions, in

ELL CO-OP PLC WIDA/GSE Alignment Project

	small groups.
Level 5 Bridging	Write a persuasive essay arguing whether the use of bilateral agreement or unilateral military might is a more effective instrument for maintaining a stable peace, using historical examples.