

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:8: 1.1.1	Explain why limiting the powers of government is essential for the protection of individual rights. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)
Level 1 Entering	Match illustrations of the three branches of the U.S. government to short, simple teacher-created phrases that show limitations of power on each branch.
Level 2 Beginning	Identify and label illustrations of the three branches of the U.S. government; then discuss, in a small group and in the native language as possible and appropriate, limitations on the power on each branch.
Level 3 Developing	Compare/contrast limitations on the power of the three branches of the U.S. government; then create a chart showing how these limitations protect individual rights.
Level 4 Expanding	Discuss, in a small group, the function of each branch of the U.S. government and how limitations on its power protect individual rights; then write an individual paragraph summarizing the discussion.
Level 5 Bridging	Write a short essay explaining why limiting the powers of government is essential for the protection of individual rights, after a small group discussion of the topic.

SS:CV:8: 1.2	Analyze the major arguments for and against representative government as distinguished from direct democracy, and discuss how, in a representative democracy, minority rights are protected. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)
Level 1 Entering	Match the terms <i>majority</i> , <i>minority</i> , <i>representative democracy</i> , and <i>direct democracy</i> to pictures demonstrating each term, with a partner and after participating in classroom activities that model each.
Level 2 Beginning	Identify the characteristics of direct and representative democracy and define the term <i>minority</i> , in a small group and after participating in classroom activities that model each term.
Level 3 Developing	Prepare an oral presentation on representative democracy, in a small group and after viewing clips, short documentaries, or articles on the topic, including at least one example of how minority rights are protected or violated.
Level 4 Expanding	Discuss in a small group the personal impact of the laws and rules made, applied, and enforced to protect minority rights in a representative democracy.

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Level 5 Bridging	Read a news article on a civil rights issue and, in writing, analyze how the article is an example of minority rights being protected under a representative democracy.
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SS:CV:2: Structure and Function of United States and New Hampshire Government: Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

SS:CV:8: 2.1	Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement)
Level 1 Entering	Match five concrete words (e.g., <i>President, Congress, government, representative, court</i>) with pictures representing them.
Level 2 Beginning	Draw and label a diagram of the three branches of the federal government, with a partner.
Level 3 Developing	List the similarities and differences between the U.S. government and the N.H. government, in pairs, using information provided.
Level 4 Expanding	Discuss examples of the expressed powers of each branch of the federal government, and why the powers are explicitly for that level of government, in a small group; then write an individual summary of the examples.
Level 5 Bridging	Explain how each branch of the federal government checks on the others to keep a balance of power, in a written or oral report.

SS:CV:8: 2.2	Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g., taxation, transportation, or education. (Themes: B: Civic Ideals, Practices, and Engagement)
Level 1 Entering	Draw pictures to illustrate the meanings of five services provided by government (e.g., taxation, transportation, education, health, housing).
Level 2 Beginning	Complete a chart that connects major government agencies at the local, state, and federal levels with their descriptions, using a list.
Level 3 Developing	Compare and contrast two government agencies, one on the federal level and one on the state level, using a Venn diagram and word bank.
Level 4 Expanding	Formulate questions about an agency at any of the three levels, research the answers, and present findings to classmates, with a partner.
Level 5 Bridging	Discuss in a small group a current event and the role and effectiveness of each level of government agencies in dealing with that event; then write an individual paragraph summarizing the discussion.

SS:CV:8: 2.3	Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)
Level 1 Entering	Match pictures of events related to states' rights, universal suffrage, or civil rights with labels from a word bank (e.g., <i>civil rights, suffrage, equality, authority, declaration</i>).
Level 2 Beginning	Create a timeline showing the order in which selected events and documents have affected the evolution of American government, working in pairs and using leveled

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	texts or data supplied by the teacher.
Level 3 Developing	Identify the effects of selected events and documents on American government, in a small group discussion.
Level 4 Expanding	Reenact a selected event or the steps that led to the development of a document, and describe how it affected the evolution of American government, in a small group.
Level 5 Bridging	Explain, orally or in writing, how selected events or documents continue to affect Americans today.

SS:CV:8: 2.4	Explain the legislative and political processes by which a bill becomes a law or government policy is established at the local, state, and federal levels, e.g., citizen petitions or conference committees. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)
Level 1 Entering	Illustrate the words <i>bill, law, Congress, legislative, veto, Senators, and representatives</i> .
Level 2 Beginning	Listen as the teacher describes the passage of a bill through Congress, in simplified language, and fill in a graphic organizer showing the main steps of the process.
Level 3 Developing	Sequence, on a flow chart, the steps needed to pass a bill through Congress, with a partner.
Level 4 Expanding	List the steps a bill must go through in Congress in order to become a law, in sentence form and in correct sequence (students can pretend they are a bill being passed through Congress).
Level 5 Bridging	Select a current bill and track its movement through the House and Senate.

SS:CV:3: The World and the United States' Place In It: Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.

SS:CV:8: 3.1	Illustrate the importance of countries working together to resolve problems, e.g., the United Nations, NATO, or the European Union. (Themes: A: Conflict and Cooperation)
Level 1 Entering	Participate in a group team-building activity that requires reaching a common goal through cooperation and interdependence.
Level 2 Beginning	Participate in a group team-building activity as described in Level 1; then identify the roles of students and teachers in accomplishing the goal.
Level 3 Developing	Define the roles of world organizations and connect school roles to those of the world organizations, in a small group.
Level 4 Expanding	Role-play a world organization's response to a given crisis or conflict in the world, in a small group.
Level 5 Bridging	Write a report on a present-day world organization (e.g., NATO, the European Union, the G-20), explaining the ways in which they mediate issues.

SS:CV:8: 3.2	Analyze environmental, economic, and technological developments and their impact on society. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)
Level 1 Entering	Show the meanings of the following, in a small group, through words, pictures, and/or examples: <i>environment, economy, and technology</i> .
Level 2	Sort short, simple teacher-created sentences into groups according to whether a

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Beginning	sentence shows environmental, economic, or technological developments, in a small group.
Level 3 Developing	Create a visual with a short written explanation to show how a given invention has impacted the environment, economy, and/or technology, with a partner.
Level 4 Expanding	Summarize in a short paragraph the impact of a given advancement in technology on the environment and the economy, with a partner.
Level 5 Bridging	Select and research an environmental, economical, or technological advancement; and defend why it had a significant impact on society, in a persuasive essay.

SS:CV:4: Rights and Responsibilities: Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

SS:CV:8: 4.1	Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)
Level 1 Entering	Participate in simple voting activities in the classroom and school and express feelings about the outcomes in simple words and phrases.
Level 2 Beginning	Categorize a list of activities (e.g., town meetings, state referenda, communications with Federal decision makers) as to whether they relate to local, state, or federal government, with a partner.
Level 3 Developing	Present solutions to given scenarios, using short phrases and sentences (e.g., <i>What would you do if your street was not plowed? ... if you were concerned about pollution at a state park? ... if you were dissatisfied with the current president?</i>), with a partner.
Level 4 Expanding	Research current issues in local, state, and/or national government; then discuss the results of your research in small groups.
Level 5 Bridging	Analyze a current issue at the local, state, or national level and write a letter to the appropriate representative explaining concerns and proposing solutions.

Economics

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

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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:1: Economics and the Individual: Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.

SS:EC:8: 1.1	Identify how events in the business cycle impact individuals' lives, e.g., recession or depression. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)
Level 1 Entering	Sequence pictures showing how events in the business cycle impact students' own lives (e.g., a parent losing a job, less money in the house, so less money for the children, so they can't buy things they want), in a small group.
Level 2 Beginning	Match word cards (e.g., <i>recession, depression, boom, bust, stimulus, bankruptcy</i>) to pictures that show meanings or examples of the words; then connect these terms to the pictures sequenced in Level 1, with a partner.
Level 3 Developing	Discuss in a small group examples of how an economic downturn will affect your wants and needs; then complete a graphic organizer showing which examples are more serious than others.
Level 4 Expanding	Compare and contrast how the 1930s economic downturn affected people in a city versus people in rural areas, with a partner; then write an individual summary of the discussion.
Level 5 Bridging	Predict all the ways in which a present-day economic downturn would affect you, your local community and the country, and then write a paragraph about each.

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

SS:EC:8: 2:1	Identify and explain the determinants of supply and demand, e.g., income, tastes, or technology. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society, H: Individualism, Equality and Authority)
Level 1 Entering	Match basic vocabulary (e.g., <i>supply, demand, tastes, income, technology, resources</i>) with drawings that show examples of what the words mean.
Level 2 Beginning	Connect the definitions of supply/demand and wants/needs to an experience where all supplies are limited, through small-group discussion of a hands-on construction activity (e.g., building a structure with a limited number of Legos).
Level 3 Developing	Identify where different natural resources for making products (e.g., steel) can be found, working with a partner and labeling a blank map of the U.S.; then discuss how the location of the natural resources affects supply and demand of the products.
Level 4 Expanding	Explain in writing, with a partner, how demand affects the price of a product.
Level 5 Bridging	Discuss in a small group ways to increase demand for alternative energy so that the types of green energy will be increased; then write an individual summary of the discussion.

SS:EC:8: 2:2	Explain the elements of entrepreneurship, e.g., idea development, risk-taking, or management skills. (Themes: D: Material Wants and Needs, E:
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	Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)
Level 1 Entering	Identify what a small business is, and what skills the owner of the business needs in order to start it, by drawing and using general vocabulary from a word bank, with a partner.
Level 2 Beginning	Brainstorm, with a partner, three businesses you would like to start and tell why.
Level 3 Developing	Role-play examples of the management skills one needs to be a successful entrepreneur, in a small group.
Level 4 Expanding	Explain in a paragraph, with a partner, the need for risk-taking in order to become a successful entrepreneur.
Level 5 Bridging	Evaluate your own entrepreneurship ability with respect to a specific business (e.g., restaurant, boutique, sports gym), in a written essay.

SS:EC:3: Cycles in the Economy: Students will be able to explain the business cycle and trends in economic activity over time.

SS:EC:8: 3.1:	Identify and explain the different phases of the business cycle, e.g., recession or depression. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)
Level 1 Entering	Label the phases of the business cycle on a graphic organizer, using a word bank.
Level 2 Beginning	Create a poster showing the phases of the business cycle, with a partner.
Level 3 Developing	Write a short sentence describing each different phase of the business cycle, after brainstorming with a partner.
Level 4 Expanding	Find patterns in business cycles in the U.S. economy and identify events that led to a recession or depression, in a small group discussion.
Level 5 Bridging	Interpret, in a written essay, the actions of key power players that caused recessions and/or depressions in the United States business cycle in the last 50 years, with support from research.

SS:EC:8: 3.2	Understand how the stock market works, the buying and selling of stocks, and how it affects the economy. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)
Level 1 Entering	Match sentences (e.g., <i>The stock market goes up; The stock market goes down</i>) with the appropriate segment on a line graph showing the ups and downs of the stock market.
Level 2 Beginning	Define basic stock market vocabulary (e.g., <i>stock, stock market, shares, shareholder, corporation</i>) and demonstrate understanding through a small group question and answer session.
Level 3 Developing	Write short sentences, with a partner, describing the trends of a Coca Cola stock over a period of 6 months, using a current graph downloaded from the internet (e.g., <i>The price of Coca Cola stock went up in March. The price went down in May and June.</i>).
Level 4 Expanding	Create a chart showing the movement of two oil company stocks over a two-week period, and explain in a paragraph the contributing factors, such as weather, environmental catastrophe, war or land disputes to the progress up or down, with a partner.
Level 5 Bridging	Analyze the performance of a stock after tracking it for two weeks, in a written essay.

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SS:EC:4: Financial Institutions and the Government: Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.

SS:EC:8: 4.1	Explain how interest rates affect individual decisions, e.g., saving, borrowing, or lending money. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)
Level 1 Entering	Arrange a set of pictures in chronological order to show how interest rates influence the process of buying a car (e.g., person organizing financial papers, researching car prices, shopping for best interest rate, confirming appointment at bank).
Level 2 Beginning	Create a simple dialogue to correspond to the pictures in Level 1, to demonstrate the process of negotiating a car loan, with a partner.
Level 3 Developing	Complete a Venn diagram, in a small group, to compare and contrast the best way to borrow money to buy a car, using a bank pamphlet and an auto dealership advertisement.
Level 4 Expanding	Create and present to the class a chart to show the best way to borrow money to buy a car, working in pairs and using a bank pamphlet and an auto dealership advertisement.
Level 5 Bridging	Analyze various sources of information about car financing (e.g., bank pamphlet, dealership advertisement), including interest rate and attached stipulations, and write a paragraph explaining which would be best if you had to buy a car.

SS:EC:8: 4.2	Identify the different ways in which income can be redistributed, e.g., taxes, welfare, or government loans. (Themes: C: People, Places and Environment, D: Material Wants and Needs)
Level 1 Entering	Listen as the teacher uses simple language and pictures to describe different ways in which income can be redistributed (e.g., taxes, welfare, government loan), and choose from a word bank the correct word or phrase to match the description.
Level 2 Beginning	Match a list of sources of income and their recipients (e.g., <i>taxes-government, roads-car/truck drivers, government loan-individual borrower</i>), in a small group; then discuss (in the native language when possible and appropriate) how these are examples of redistribution of income).
Level 3 Developing	Discuss in a small group how the taxes adults pay are redistributed to different groups and in different ways by the government; write a group summary of the discussion.
Level 4 Expanding	Identify, in a small group discussion, various forms of the government's redistribution of wealth (e.g., taxes, welfare) and the personal effects they have on several people representative of differing economic classes; then write an individual paragraph summarizing one of the forms discussed.
Level 5 Bridging	Explain in a short paper the purpose of government redistribution of wealth.

SS:EC:5: International Economics and Trade: Students will recognize the importance of international trade and how economies are affected by it.

SS:EC:8: 5.1	Distinguish among the different methods of allocating resources, e.g., traditional, free market, or command economies. (Themes: D: Material Wants and Needs, F: Global Transformation, G: Science, Technology, and Society)
Level 1	Label pictures that illustrate different types of markets (e.g., traditional, free market,

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Entering	command economy), using a word bank and native language support as necessary.
Level 2 Beginning	Classify countries by the types of economic markets they have (e.g., traditional, free market, command economy), using a graphic organizer and teacher-generated list of countries and economic markets.
Level 3 Developing	Compare and contrast a free market with a command economy, using a Venn diagram; then write short sentences to summarize the differences and similarities, with a partner.
Level 4 Expanding	Produce a study guide for a test on different types of world markets, in small groups.
Level 5 Bridging	Debate in a small group whether a command economy will work in a capitalistic society, after watching a video on Cuba or North Korea and their economies.

SS:EC:8: 5.2	Identify and explain the impact on trade of government policies, e.g., tariffs, quotas, or embargoes. (Themes: A: Conflict and Cooperation, F: Global Transformation)
Level 1 Entering	Match vocabulary words (e.g., <i>free-trade zones, tariff, quota, embargo, policy</i>) with pictures or diagrams showing an example of each word.
Level 2 Beginning	Match examples of tariffs, quotas, and embargoes with their purposes, with a partner.
Level 3 Developing	Produce a poster showing the impact of United States policies on trade with a country of the student's choice, using the internet with teacher support.
Level 4 Expanding	Summarize orally how United States tariffs support American manufacturers, based on research and teacher support.
Level 5 Bridging	Draw conclusions on how tariffs impact trade with a selected country, using the Internet for data; then write a short essay showing the conclusions.

SS:EC:8: 5.3	Recognize the role of economics in international diplomacy and war, e.g., the United States Civil War, foreign aid, or conflict over natural resources. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, F: Global Transformation)
Level 1 Entering	Match pictures of natural resources to pictures of their source country and decide which resources are most important.
Level 2 Beginning	Identify teacher-selected natural resources, in a small group, using pictures and a word bank; then identify the sources of the resources and organize the resources on a chart, according to source.
Level 3 Developing	Respond to questions regarding the loss of natural resources in a given country, with a partner.
Level 4 Expanding	Explain in a paragraph how economics affected a selected historical event (e.g., the United States Civil War), after discussion with a partner.
Level 5 Bridging	Discuss possible effects of Global Warming on natural resources and international diplomacy.

SS:EC:8: 5.4:	Examine the effects of changing economies on international trade, e.g., modernization, specialization, or interdependence. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, F: Global Transformation)
Level 1 Entering	Make a chart, in small groups, of products made or grown in students' home economies.
Level 2 Beginning	Make a poster, with a partner, showing the interdependence of world economies (e.g., products produced in home country economy and where they are exported to; products imported and where they come from).
Level 3 Developing	Explain how a selected development (e.g., industrialization, modern technology) has affected a particular economy, in a small group.
Level 4 Expanding	Formulate questions, with a partner, about the effects of modernization, specialization, and/or interdependence on changing world economies.

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Level 5 Bridging	Evaluate in a paragraph, after research, the need for world economies to work interdependently.
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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: The World in Spatial Terms: Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

SS:GE:8: 1.1	Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems, e.g., the Mercator projections versus Robinson projections. (Themes: C: People, Places and Environment)
Level 1 Entering	Identify north, south, east, and west on different types of maps, globes, and aerial photographs, in a small group.
Level 2 Beginning	Locate and compare orally the relative size and position of several northern and southern countries on a globe and on Mercator and Robinson projection maps, with a partner.
Level 3 Developing	Complete a chart identifying the different characteristics of each type of geographic tool (e.g., maps, globes, aerial and other photographs, satellite-produced images, and models), and identify for what each might be best used, with a partner.
Level 4 Expanding	Compare and contrast two different projections, with a partner, and explain the relative advantages and disadvantages in writing, with a word bank.
Level 5 Bridging	Analyze a current geographic problem using two maps or images of the students' choice to help solve the problem, in a written essay.

SS:GE:2: Places and Regions: Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.

SS:GE:8: 2.1	Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. (Themes: C: People, Places and Environment)
Level 1 Entering	Make a list of places, with a partner, and identify them as country, region, state, or town.
Level 2	Brainstorm reasons why your community is in a specific region of your state or

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Beginning	United States, with a partner and using a map.
Level 3 Developing	Draw a topographical map, with a partner, showing geographically where a particular community is located within a region; decide whether that region is formal, functional, or vernacular
Level 4 Expanding	Follow teacher directions to identify on a map a community's boundaries various within regions (formal, functional, vernacular).
Level 5 Bridging	Elaborate in an essay based on internet research how your community fits into its functional region (e.g. industrial, agricultural).

SS:GE:8: 2.2	Illustrate the connections among regions, e.g., world trade or regional alliances. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)
Level 1 Entering	Create a diagram/map showing how orange juice is grown, manufactured, and delivered, including vocabulary used to understand connections (e.g., <i>trade, region, alliance</i>).
Level 2 Beginning	Complete a cloze exercise with unit vocabulary that focuses on connections among regions, with a partner.
Level 3 Developing	Give oral examples, with a partner, of world trade alliances in the manufacturing of a product (e.g., automobiles, sneakers, soccer balls).
Level 4 Expanding	Explain in writing why a company has trade alliances around the world, based on class notes and internet research.
Level 5 Bridging	Defend the need for world trade alliances in a five-paragraph essay based on internet research.

SS:GE:8: 2.3	Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society)
Level 1 Entering	Create collages from magazine pictures to show students' perceptions of their community.
Level 2 Beginning	Interview a family member about their perceptions of the city/town they live in; share perceptions in a small group and discuss (in the native language when possible and appropriate) similarities and differences, and what factors influence different perceptions.
Level 3 Developing	Identify perception problems shown in an internet picture of the local community, with a partner, and discuss the reasons for these perceptions.
Level 4 Expanding	Prepare and give an oral presentation to the class, critiquing perception problems shown in an internet picture of the local community and providing possible reasons for those perceptions, in a small group.
Level 5 Bridging	Write an essay describing how culture, technology, and experience affect perceptions of the local community, with examples.

SS:GE:3: Physical Systems: Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.

SS:GE:8: 3.1	Recognize how physical processes influence the formation and distribution of resources, e.g., the potential for hydroelectric power or coal deposits. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)
Level 1	Draw and label pictures of natural sources of energy, with a partner.

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Entering	
Level 2 Beginning	Identify and label sources of hydroelectric power on a world map, using appropriate reference materials.
Level 3 Developing	Create a three-dimensional display showing how more hydroelectric power can be produced in higher elevations, with a partner.
Level 4 Expanding	Discuss in a small group reasons why early industrialists decided to build their industries along fast-moving rivers in the United States, based on leveled readings in handouts; then write a short essay explaining it.
Level 5 Bridging	Make written recommendations for how hydroelectric power could be expanded in the United States based, on internet research.

SS:GE:4: Human Systems: Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.

SS:GE:8: 4.1	Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)
Level 1 Entering	Draw pictures of ways in which humans living in different regions are connected through transportation (e.g., airline hub-and-spoke operations, train tracks, highway systems).
Level 2 Beginning	Discuss in a small group how people and regions are interconnected; share a written list with the class.
Level 3 Developing	Describe in written sentences, with a partner, how humans can be connected regionally, using an airline map showing destinations.
Level 4 Expanding	Brainstorm, in a small group, the advantages and disadvantages of using a hub-and-spoke operation for a delivery service such as United Parcel Service or Federal Express; then write a paragraph summarizing the discussion.
Level 5 Bridging	Analyze, in a written essay, the benefits of using a hub-and-spoke delivery service such as United Parcel Service or Federal Express.

SS:GE:8: 4.2:	Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)
Level 1 Entering	Create and label, with a partner and appropriate resource materials, pictures of vocabulary (e.g. <i>cooperation, conflict, war, peace</i>).
Level 2 Beginning	Complete a map showing where conflict is going on, with a partner and appropriate resource materials.
Level 3 Developing	Discuss in a small group where conflict is going on in the world today, using a political map and internet resources.
Level 4 Expanding	Summarize in an essay, researched on the internet with a partner, the negative results of international conflict.
Level 5 Bridging	Analyze in a written report, using internet resources, positive outcomes of international cooperation.

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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.

SS:HI:1: Political Foundations and Development: Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.

SS:HI:8: 1.1	Examine how suffrage expanded to various groups of citizens, e.g., women African-Americans. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)
Level 1 Entering	Match pictures that show examples of voting practices used throughout the 19 th and 20 th Centuries with their correct words (e.g., <i>ballot</i> , <i>vote</i> , <i>polling place</i> , <i>law</i> , <i>rights</i>), with a partner; then identify the minority groups that did not have this right during part of that time.
Level 2 Beginning	Match a list of amendments and laws that initiated and strengthened the voting rights of U.S. citizens with the groups that benefited from them, in a small group.
Level 3 Developing	Create, in a small group, a poster that identifies and describes an amendment that had a significant impact on suffrage in minority groups.
Level 4 Expanding	Discuss in a small group how each of the amendments presented on the posters have affected suffrage in minority groups, and then summarize the discussion in a individually-written paragraph.
Level 5 Bridging	Analyze in an essay how a given suffrage amendment has benefited all U.S. citizens.

SS:HI:8: 1.2	Describe the role New Hampshire voters have played in our nation's presidential primaries and elections. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)
Level 1 Entering	Match New Hampshire primary voting vocabulary (e.g. <i>primary</i> , <i>election</i> , <i>presidential</i> , <i>electoral college</i>) with simple definitions, using a phrase or word bank.
Level 2 Beginning	Describe the influence of the New Hampshire primary, with a partner, after viewing a pictorial representation of primary results and electoral outcomes.
Level 3 Developing	Brainstorm, in a small group, reasons why New Hampshire voters are important in a presidential campaign; then summarize the reasons in a written paragraph.

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Level 4 Expanding	Prepare, with a partner, the opening statement in a debate about whether New Hampshire should or should not be the first state to have a primary in presidential elections.
Level 5 Bridging	Defend, in a written essay, the need for New Hampshire to keep the first primary in presidential elections.

SS:HI:8: 1.3	Examine how religion has influenced the political life of the nation, e.g., the Know Nothing Party, the temperance movement, or the First Great Awakening. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)
Level 1 Entering	Match pictures depicting significant people, events, literature, or movements relative to religious influences in our Nation's history, with a partner, and match them with the appropriate captions.
Level 2 Beginning	Place the pictures used in the Level 1 activity in the appropriate place on a time line, with a partner and using appropriate resources as necessary.
Level 3 Developing	Describe each of the pictures used in the Level 1 activity, in a small group, and discuss how each pictured person, event, literature, or movement influenced the political life of the nation.
Level 4 Expanding	Re-enact an historical event that was affected by religious beliefs or mores, in a small group.
Level 5 Bridging	Draw conclusions about the effects of religion on the political life of the U.S., in a short written essay.

SS:HI:8: 1.4	Analyze the tension between states' rights and national authority, e.g., the nullification crisis of 1832 or school integration of the 1960's. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)
Level 1 Entering	Identify the state and country students lived in before coming to the U.S.; then identify the state and country they live in now, with a partner.
Level 2 Beginning	Match simple captions to teacher-selected pictures that exemplify tensions between states' rights and Federal laws.
Level 3 Developing	Compare and contrast states' rights and Federal laws from the above list in a Venn Diagram.
Level 4 Expanding	Discuss in a small group a given example of tension between states' rights and national authority (e.g., school integration), and list specific examples of conflict between the two that led to the tension.
Level 5 Bridging	Write a short essay analyzing the tension between states' rights and national authority in a particular instance (e.g., school integration in the 1960s), including examples of things that led to the tension.

SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions: Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.

SS:HI:8: 3.1	Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)
Level 1 Entering	Collect examples from the internet, with a partner, of presidential campaign art.
Level 2 Beginning	Draw a campaign poster of yourself running for class president.

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Level 3 Developing	Discuss in a small group how art has been used in a specific political campaign (based on information provided by the teacher).
Level 4 Expanding	Discuss with a partner ways in which the political candidates in a specific election have used art and music in their campaigns; then write a short explanation of how use influences election results.
Level 5 Bridging	Analyze in an essay the ways that political candidates in a specific election have used art, music, and literature in their campaigns, and the effects of that use.

World History (WH:1)

The study of World History and Contemporary Issues is important in helping 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: Contacts, Exchanges & International Relations: Students will demonstrate their understanding of the interactions of peoples and governments over time.

SS:WH:8: 2.1	Analyze the demographic impact of diseases and their treatment, e.g., the bubonic plague, small pox in the Western Hemisphere, or AIDS. (Themes: F: Global Transformation)
Level 1 Entering	Label on a world map the countries that have AIDS, using a list of countries provided by the teacher.
Level 2 Beginning	Brainstorm and describe in short sentences, with a partner, how an epidemic of AIDS affects countries.
Level 3 Developing	Discuss with a partner the impact AIDS has had on a country of your choice; then write sentences showing the main ideas of the discussion.
Level 4 Expanding	Identify, in a small group, how AIDS has had an impact on the United States; then write an individual summary of the discussion.

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Level 5 Bridging	Evaluate in an essay how AIDS has impacted the United States.
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SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions: Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.

SS:WH:8: 3.1	Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)
Level 1 Entering	Match pictures of well-known art work from different periods of history with word cards showing the major idea, value, or conflict they reflect, with a partner.
Level 2 Beginning	Listen to short excerpts of music from different periods of history (e.g., Tchaikovsky's <i>1812 Overture</i> , Sibelius' <i>Finlandia</i>); then match the excerpts with words from a word bank that show how the music might have influenced people's ideas about historical events (e.g., <i>patriotism, defense, resistance, oppression</i>), with a partner.
Level 3 Developing	List the ideas or values promoted in examples of art chosen from a set of pictures provided by the teacher (e.g. Picasso's <i>Guernica</i> , Delacroix's <i>Liberty Leading the People</i>), in a small group.
Level 4 Expanding	Discuss in a small group how a particular piece of art reflects the major idea/s of the time it was created; then write a short individual paragraph summarizing the discussion.
Level 5 Bridging	Draw conclusions about how modern art has influenced the present era in a five-paragraph essay, using internet research.

SS:WH:8: 3.2	Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)
Level 1 Entering	Match examples of different periods of architecture with the names of the periods, with a partner and using appropriate reference materials.
Level 2 Beginning	Draw a design of a town or city with architecture of a particular period, using the examples from the Level 1 activity; then label the parts of the buildings that reflect the values of the society.
Level 3 Developing	Make a poster, with a partner, showing a particular castle, and labeling how society influenced the necessity of its style; present the poster to the class.
Level 4 Expanding	Discuss in a small group a photograph of a home from a particular period, explaining how its style was influenced by the societal values of the time it was built; then write an individual paragraph summarizing the discussion.
Level 5 Bridging	Write a research paper, using internet sources, explaining how homes built today in the United States symbolize American society's values.