2017-18 UNITS OF STUDY-2

6TH GRADE
SOCIAL STUDIES
TEACHER RESOURCE GUIDE

Unit TWO – EUROPE: PHYSICAL AND HUMAN GEOGRAPHY

(August 28 – September 15)

	Duration: 3 Weeks

Standards Addressed	**SS6G7 Locate selected features of Europe.**
	  a. Locate on a world and regional political-physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, and Iberian Peninsula.
	  b. Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.
	
	SS6G8 Explain environmental issues in Europe.
	  a. Explain the causes and effects of acid rain in Germany.
	  b. Explain the causes and effects of air pollution in the United Kingdom.
	  c. Explain the causes and effects of the nuclear disaster in Chernobyl, Ukraine.
	
	SS6G9 Explain the impact of location, climate, natural resources and population distribution on Europe
	  a. Compare how the location, climate and natural resources of Germany, the United Kingdom, and Russia impact trade and affect where people live.
	
	SS6G10 Describe selected cultural characteristics of Europe.
	  a. Describe the diversity of languages spoken within Europe.
	  b. Identify the major religions in Europe: Judaism, Christianity, and Islam.

Enduring Themes / Understandings	• **Culture**: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. • **Human Environment Interaction**: The student will understand that humans, their society, and the environment affect each other. • **Location**: The student will understand that location affects a society's economy, culture, and development.
Content Integration	**READING STANDARDS** **L6-8RH1:** Cite specific textual evidence to support analysis of primary and secondary sources. **L6-8RH2**: 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.

	L6-8RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. **L6-8RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **WRITING STANDARDS** **L6-8WHST1:** Write arguments focused on discipline-specific content. **L6-8WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **L6-8WHST7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. **L6-8WHST8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **L6-8WHST9:** Draw evidence from informational texts to support analysis reflection, and research.
Additional Text Resources	• A text set of news articles has been curated for 6th grade. https://newsela.com/text-sets/85598/lewisoriolesalvarez?utm_source=email&utm_campaign=share&utm_medium=web • Adams, Simon. *World Religions.* Anness Publishing, 2003. • Kalman, Bobbie. *Explore Europe.* Crabtree Publishing, 2007. • McLeish, Ewan. *Europe.* Raintree Publishers, 1997.
Interpretations and Reminders for Unit	• The Gradual Release Model should be considered in planning instruction and student centered experiences. The suggested learning experiences and activities described below have been linked to the stage of the Gradual Release Model in which they can be most effectively implemented. Teachers should revise suggested learning experiences and activities to suit the specific needs of their classes. Refer to the embedded description for more guidance on the Gradual Release Model. GRADUAL RELEASE MODEL.SStudies.doc

Lesson One Progression

Duration: 2-3 Days

Standards(s)/Elements
SS6G7 Locate selected features of Europe.
a. Locate on a world and regional political-physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, and Iberian Peninsula.
b. Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.

Literacy Standard(s)
Reading
L6-8RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
L6-8RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Performance-Based Objectives
(As a result of their engagement with this unit, students will know and be able to…)
SWBAT identify selected countries and physical features of Europe **IOT** locate these features on a world and regional map.

Key Terms and Definitions	
Tier 2 Vocabulary	**Tier 3 Vocabulary**
• **Identify** – To recognize and name. • **Locate –** To discover the exact place or position of.	• **Alps Mountains** – A mountain range that forms the southern border of the European Plain. • **Cardinal Directions** – north, south, east and west. • **Compass** – An instrument used for navigation. • **Danube River** – A river that runs east through the European Plain. • **English Channel** – A body of water that separates the United Kingdom from the rest of Europe. • **European Plain** – A landform that extends from France to Russia and is 50 to 1.500 miles wide. • **France** – A country that is bordered by Spain southwest and Germany northeast

	• **Germany** – A country located west of Poland.
	• **Iberian Peninsula** – A landmass made up of the countries Spain and Portugal that is surrounded by water on three sides.
	• **Italy** – A country located north of the Mediterranean Sea.
	• **Legend** – A list that explains the symbols of the map.
	• **Location** - A place where something is or could be located.
	• **Mediterranean Sea** – A body of water on the southern coast of Europe that joins with the Atlantic Ocean.
	• **Peninsula** – A landform that is surrounded by water on three sides
	• **Pyrenees Mountains** – A mountain range that is the natural border between the Iberian Peninsula and the rest of Europe.
	• **Relative Location** - the position of a place or entity based on its positive with respect to other locations.
	• **Rhine River** – A river that begins in the Alps and runs north into the English Channel.
	• **Russia** – The largest country in the world that covers all of northern Asia and half of Europe.
	• **Scale** - the relationship (or ratio) between distance on a map and the corresponding distance on the ground.
	• **Spain** – A country located southwest of France.
	• **Ukraine** – a country located east of Poland.
	• **United Kingdom** – An island country off the northwestern coast of Europe.

	• **Ural Mountains** – A mountain range that is the northern border between Europe and Asia.

Guiding Questions

- How can we describe the relative location of specific European physical features on a map?
- How can we describe the relative location of specific European countries on a map?

Interpretations and Reminders

- Before beginning the lesson, students should be versed on map skills and the basic parts of a map (compass, scale, legend, title).

- Consider map skills websites such as www.maps101.com and www.yourchildlearns.com/geography.htm to help students build map skills with countries and physical features.

Suggested Learning Experiences

FOCUS LESSON

The teacher will begin the lesson by reviewing the supporting question for discussion with students. Explain to students that at the end of lesson, students should be able to answer the following guided questions:

- How can we describe the relative location of specific European physical features on a map?
- How can we describe the relative location of specific European countries on a map?

The teacher will open by asking students the following question:

- What is Europe's location on a physical and political map?

The teacher will begin by teaching the cardinal directions to students. Inform students that they will draw any room in their house, but from a bird's eye view (explain that this perspective means if they were looking down on their room from the ceiling). Once drawings are finished, identify to students where the northern part of their room is. Afterwards, place the cardinal directions around the room (using chart paper, sentence strips, drawn and cut out letters or directions, etc.). Once complete, point out the northern part of the room, then point out the southern, eastern and western parts of the room.

The teacher will project a map of Europe to students on white board or smart board (if technology is not available, the map can be printed and distributed to students) using the map from Studies Weekly, Week 16, located under the "Geographic Features of Europe" section. Next, identify the physical features of Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, Alps Mountains, and Pyrenees Mountains, Ural Mountains and the Iberian Peninsula. Afterwards identify the countries of France, Germany, Italy, Russia, Spain, and Ukraine on the map for students.

Task: At the finality of the lesson, allow students to share out the answer to the supporting questions concerning Europe's location on a map.

GUIDED LESSON
Map Skills – Europe Map Activity
The teacher will inform students that they will be participating in a guided learning opportunity to locate the physical features and countries of Europe on a map. First, the teacher will provide students with the supporting question for the guided lesson:
- Where are Europe's key physical features and countries on a map?

Next, the teacher will distribute to each student the *Europe Blank Map* and project a larger version of this map on a smart board or white board. Next, explain to students that they will identify the following countries of Europe:
  - France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.

Start with one of the countries on the map (example: France) and allow students to find it on their maps when you identify it on yours. Then write the name of the country on your map and instruct students to do the same. Repeat this process for the rest of the countries. Once all countries are identified, the teacher will continue this process for the physical features. The physical features include the following:
  - Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, and Iberian Peninsula.

The teacher will also identify the physical features in the following ways:
  - Rivers: Draw in the river or trace over the river with a color
  - Major bodies of Water: Write in the name
  - Mountains: Use a color or symbol to represent mountains and label them
  - Landforms: Use a color to shade in the area and label them
When all physical features and countries have been identified and label, have students as a whole evaluate their maps by counting for the correct number of features and countries identified correctly with the teacher.

Task: At the finality of the lesson, provide students with the following evaluation questions to check for understanding, using the maps they completed:
1. Where is the country of Russia located in terms of relative location in Europe?
2. Name the bodies of water in Europe located on your map.
3. In terms of direction, locate the Pyrenees Mountains if your starting point is the English Channel.
4. Where in Europe is the Iberian Peninsula located?
5. In terms of direction, locate the country of Italy if your starting point is the country of Germany.

Europe Blank
Map.doc

COLLABORATIVE PRACTICE
Gallery Walk
The teacher will inform students that they will engage in collaborative practice to show understanding of the location of the selected features and countries of Europe. The teacher will begin the lesson by providing the following supporting question for students during the lesson:

- What details and additional information can you provide about the location and description of Europe's physical features and countries?

The teacher next will divide students into pairs and he/she will place numbered pictures of countries and physical features of Europe around the room printed from the *Europe Countries and Features gallery walk* document.

Next, distribute to each student pair the *Gallery Walk Matrix* document. The teacher will model how to complete a gallery walk using the photos, and students in their pairs will complete the matrix, giving information on what country or physical feature is present, the characteristics and what the location is, based on direction or relative location. Once complete, each student pair will share information from their matrix while teacher reveals the correct country and physical feature.

Task: At the finality of the lesson, allow groups to share out, instructing them to provide the location of each feature and at least two to three details about the feature.

Gallery Walk
Matrix.docx

Europe Countries
and Features gallery

INDEPENDENT PRACTICE
Hands-On Activity – Europe Individual Map Books
Now inform students that they will complete a summative activity to show understanding of the location of physical features and countries in Europe. First, refer back to the guided questions from the Focus lesson and inform students that they should be able to answer the following questions:

- How can we describe the relative location of specific European physical features on a map?
- How can we describe the relative location of specific European countries on a map?

The teacher will then explain to students that individually they will create map activity books based around Europe's physical features and countries. First, provide students with paper, coloring utensils such as markers, crayons, etc. and on a separate sheet of paper or on a whiteboard/smart board, the following list of components for each book (Note: Technology can be used to create the map books, using Power point or Word to create the product).

- o Title of the Map Book
- o A page for a description of what the book will provide.
- o A page of for the country of Europe, with a description of its location in the world, as well as a drawn or printed picture of the country.
- o A page for each of the physical features, with a description of its location, as well as a drawn or printed picture of the feature.
- o A page for each of the countries, with a description of its location, as well as a drawn or printed picture of the province.

Once students have completed their map books, the teacher will allow students to share their map books with the rest of the class, and students will provide feedback on the map books, checking to see if students have met all of the requirements.

Differentiated Supports	
English Language Learners	**WIDA English Language Development Standards** ESOL instruction is guided by the *WIDA English Language Development Standards* and grade-level content area GSE/GPS. English Learners (ELs) must develop proficiency in the language domains of listening, speaking, reading and writing while simultaneously acquiring academic content knowledge and skills. **Differentiated Learning Tasks** Learning tasks should be aligned to content standards, but instructional supports should vary according to the student's language proficiency level. The *WIDA Can Do Descriptors, Key Uses Edition* can be used as a starting point to indicate the linguistic performance abilities of ELs at each proficiency level in the areas of speaking, listening, reading, and writing, for the purposes of recounting, explaining, arguing and discussing. For example, a 3rd grade student with an English proficiency level of 2-Emerging can be expected to process arguments by distinguishing opinions from facts from peer's oral presentations and/or categorizing content-based pictures or objects from oral descriptions (e.g., "animals that form groups to help members survive"). Additional information, resources, and strategies to differentiate learning tasks for ELs can be found in the "Strategies" category of the APS ESOL Support Site at tinyurl.com/apsesol. **Strategies to Increase Comprehensibility** In general, ELs benefit from extensive opportunities to build background knowledge, increased focus on the academic language of the discipline, and multiple presentations of content in multiple formats (i.e., repetition, recasting, chunking of information, and step by step modeling). Additional information, resources, and research-based strategies can be found on the APS ESOL Support Site at tinyurl.com/apsesol. With instructional supports, English Learners will be able to produce… **Advanced ELs (Levels 5-6)**

- Multiple, complex sentences
- Organized, cohesive, and coherent expression of ideas

Recommended Strategies
- Explicit support during pre-writing and drafting to support inclusion of adequate detail and development of ideas

Intermediate ELs (Levels 3-4)
- Short and some expanded sentences with increasing complexity
- Organized expression of ideas with emerging cohesion

Recommended Strategies
- Visual supports (word and phrase banks, tables, graphs, illustrations, maps, etc.)
- Graphic organizers
- Sentences starters and paragraph frames
- Explicit teaching of general and content-related terms (war, conflict, outcome, perspective, etc.)
- Daily opportunities for oral and written practice

Beginning ELs (Levels 1-2)
- Single words, phrases or short sentences
- Emerging expression of ideas

Recommended Strategies
- Visual support (word banks with images, tables, graphs, illustrations, maps, etc.)
- Graphic organizers pre-populated with key information
- Sentence frames to assist with oral and written production
- Explicit teaching of general terms (north/south, male/female, skin, water, etc.)
- Daily opportunities for oral and written practice

Assessment
Daily and weekly assessments of ELs' progress should be differentiated to their specific proficiency level, in the same manner that learning tasks are differentiated. The use of instructional accommodations and modifications *does not* indicate that a student cannot receive the highest grade in the content area. In general, all teachers of ELs should:
- Create and use assignments/assessments that allow students to demonstrate content knowledge, skills, and abilities without language mastery.
- Focus on correct answers rather than errors and omissions.
- Weight graded components according to students' linguistic strengths and capabilities.
- Make the assignment/assessment process comprehensible by explaining the directions orally and in writing, providing step-by-step instructions, and ensuring visual supports whenever possible (e.g., realia, icons, manipulatives, modeling and exemplars).

Additional information, resources, and strategies to assess and grade ELs' performance and progress can be found in the "Assessment" category of the APS ESOL Support Site at tinyurl.com/apsesol.

Consult with the Special Education Teachers on IEP modifications.
- Hands-on, multimodal activities

Special Education Considerations	• Audiovisual support • Think alouds • Graphic vocabulary cues • Brainstorming / graphic organizers • Music / movement • Alternative methods of representation • Simplified word directions
High- Achieving Students	**Pace** 　　Accelerate Georgia Performance Standards **Complexity** 　　Examining past, present, and future 　　Critically examining opposing viewpoints. Ask students to discuss 　　implications of the climate and developed areas of Georgia. 　　Connecting ideas to another field or discipline **Depth** 　　Developing specialized vocabulary of a field beyond simple academic terms 　　Examining unanswered questions 　　Developing theories or principles 　　Creating connections or establishing interrelationships 　　Determining political or ethical effects **Integrate** 　　Use cross-disciplinary content and integrate standards from two or more 　　disciplines **Curriculum Compacting** (a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace) 　　Focus on solving complex, open-ended problems 　　Evaluate situations by analyzing possible consequences and implications 　　Allow students to think about discrepancies in what is known 　　Instructional Approaches (such as Socratic Seminar; see Core Six and Strategic Teacher) 　　Use analogies to introduce new concepts; Ask students to come up with their own **Account for Characteristics of the Gifted Learner** 　　Create interdisciplinary product demands to evaluate learning for gifted 　　students and to efficiently address multiple standards at once 　　Focus on concepts, issues, and themes Providing more open tasks (as 　　opposed to structured) in regard to solutions, decisions, and approaches than 　　less advanced peers Opportunities for creative production (competitions, 　　mentorships, production in public venues, etc.)

Online/Print Resources/References
Google Earth: http://earth.google.com/
Countries of Europe map site: http://mapofeurope.com/europe-map/
Features of Europe map site: http://www.mapsofworld.com/physical-map/europe.htm

Lesson Two Progression

Duration: 1-2 Days

Standards(s)/Elements
SS6G9 Explain the impact of location, climate, natural resources and population distribution on Europe   a. Compare how the location, climate and natural resources of Germany, the United Kingdom, and Russia impact trade and affect where people live.
Literacy Standard(s)
<u>Reading</u> **L6-8RH2:** 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. **L6-8RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. **L6-8RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Writing</u> **L6-8WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Performance-Based Objectives **(As a result of their engagement with this unit, students will know and be able to…)**
SWBAT describe how the location, climate and natural resources impact population distribution in the countries of Germany, Russia and the United Kingdom **IOT** explain its effect on where citizens live and how they trade.
Key Terms and Definitions

Tier 2 Vocabulary	Tier 3 Vocabulary
• **Describe** - To state the exact meaning of a word, to identify distinct attributes. • **Explain –** To make something clear by describing it in more detail or by revealing relevant facts or ideas.	• **Climate** - The composite or generally prevailing weather conditions of a region. • **Location** - A place where something is or could be located. • **Natural Resources** - Materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain. • **Population Distribution** - The pattern of where people live. • **Trade** - The activity or process of buying, selling, or exchanging goods or services.

Guiding Questions
• How do various climates in European countries impact where citizens live in the country?
• How do natural resources influence trade in Europe?
• What is the relative location of Germany, Russia, and the United Kingdom and how does it affect where citizens live?

Interpretations and Reminders
• Location: Germany is located in Central Europe, Russia is located in Northern Europe and is found on two continents (Asia and Europe), and the United Kingdom is an island located northwest of mainland Europe.
• Climate: Russia is mostly cold, Germany varies from warm to cool, and the United Kingdom is mostly cool, with plenty of rain
• Population Distribution: In Germany and the U.K., most people live in the cities and near water sources, while most people in Russia live in the southern and western part of the country.
• Natural Resources: Russia's main resource is oil, the U.K.'s main resources are minerals and fishing, and Germany's main resource is coal.

Suggested Learning Experiences

FOCUS LESSON

The teacher will begin the lesson by reviewing the supporting question for discussion with students. Explain to students that at the end of lesson, students should be able to answer the following guided question:

- How does location, natural resources and climate influence where people live and trade in Germany, the United Kingdom and Russia?

The teacher will open by providing students the following question:

- What is climate, location, natural resources and population distribution?

The teacher will explain to students that they will be studying geographic factors and how they impact living and trading in European countries. The teacher will inform students that the factors are location, climate, population distribution and natural resources. The teacher will inform students that they will be doing a vocabulary activity to define these four factors and to provide an example of each for further understanding.

Next, the teacher will distribute the *K.I.M. Vocabulary – Europe Geography* document to each student and inform them that they will use the document to define the factors of geography as well as provide examples for them. The teacher will then use a whiteboard and projector/smart board/chart paper to write down the definitions for the four factors of geography. Instruct students to place the definitions in the INFORMATION section. The definitions for the words are as follows:

- **Climate** - The composite or generally prevailing weather conditions of a region.
- **Location** - A place where something is or could be located.

- **Natural Resources** - Materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain.
- **Population Distribution** - The pattern of where people live.

Once complete, the teacher will then explain to students that for each word they are to draw a picture that represents the word that they can remember. This drawing will go in the MEMORY CUE section of the document. The teacher should choose another word and model drawing a memory cue example for students before they complete the section.

Task: At the finality of the lesson, students will share the information from their document and answer the guiding question posed earlier in the lesson, which is "What is climate, location, natural resources and population distribution?"

K.I.M. Vocabulary -
Europe Geography.

GUIDED LESSON
Europe Factors of Geography Chart
The teacher will inform students that they will be participating in a guided learning opportunity to describe the location, climate and natural resources in European countries. First, the teacher will provide students with the supporting question for the guided lesson:
- What are the natural resources, location, population distribution and climate factors in the countries of Russia, the United Kingdom and Germany?

Next, the teacher will print and distribute to each student the *Factors of Geography in Europe* chart and explain to students that they will be working as a whole group to complete the chart for each country listed. The teacher will then distribute the following Studies Weekly documents to each student:
- Week 17, *Germany,* Section "Germany: Europe's Beating Heart"
- Week 20, *Russia,* Sections "The Russian Federation" and "Climate, Population and Commerce"
- Week 23, *The United Kingdom,* Section "Life and Industry in the United Kingdom"

Afterwards, the teacher and students will begin with the first country and read the information as a class. The class will then have a discussion with the teacher and as the information is found in the reading, the teacher and students will fill out their charts. This should be repeated until all of the countries and all of the information is complete on the chart.

Task: At the finality of the lesson, students will complete a paragraph summary on the information they learned from the chart as well as tying their information to the guiding question. The guiding question for the lesson is "What are the natural resources, location, population distribution and climate factors in the countries of Russia, the United Kingdom and Germany?"

COLLABORATIVE PRACTICE
Europe Map Analysis
The teacher will inform students that they will be participating in a guided learning opportunity to describe the impact of location, climate and natural resources in Europe. First, the teacher will provide students with the supporting question for the guided lesson:

- Where do people live in Germany, Russia and the United Kingdom in terms of relative location, climate and natural resources in the country?

The teacher will first divide students into groups of 5-6 people (the teacher is looking to have larger groups because of their being only three countries to analyze) and explain to groups that they will be examining the population distribution of European countries and looking at how climate, location, and natural resources impacts where people live and how they trade.

Next, the teacher assign each group the country of Germany, Russia or the United Kingdom, then the teacher will print and distribute to each group three maps for their country (each map set includes a population distribution map, a climate map and a natural resources map). Then using a white board, chart paper or a smart board, the teacher will post the following questions for student groups to answer using the maps provided for their country:

- o Using the population density map, identify where most of your country's citizens live in the country.
- o Using the natural resources map, identify the three key natural resources in your country.
- o Using the climate map, identify the two major types of climates in your country.
- o Based on the three maps, explain how climate and natural resources influence where citizens in your country live and how they trade.

Have students record their answers on a separate sheet of paper in their group. Once complete, allow groups to share their answers with the rest of the class.

Task: At the finality of the lesson, each group will discuss and provide the answer to the supporting question for the lesson, which is "Where do people live in Germany, Russia and the United Kingdom in terms of relative location, climate and natural resources in the country?"

Germany
Geography Map Set

Russia Geography
Map Set.docx

U.K. Geography
Map Set.docx

INDEPENDENT PRACTICE

Summary Writing

Now inform students that they will complete a summative activity to show understanding of the influence of location, climate and natural resources on Europe's population. First, refer back to the guided question from the Focus lesson and inform students that they should be able to answer the following questions:

- How does location, natural resources and climate influence where people live and trade in Germany, the United Kingdom and Russia?

The teacher will first distribute the *Summary Writing – Factors of Geography in Europe* document and the *Essay Writing Rubric Summary* document to each student and explain to them that they will write a summary essay based on the guided question. Students will write their response using the summary writing document, and self-evaluate using the provided rubric. Once students have completed the summaries, have them read and discuss with other students in the class.

Summary Writing - Factors of Geography

Essay_Writing_Rubric_Summary.pdf

Differentiated Supports	
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- Organized, cohesive, and coherent expression of ideas

Recommended Strategies
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Recommended Strategies
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- Graphic organizers
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- Daily opportunities for oral and written practice

Beginning ELs (Levels 1-2)
- Single words, phrases or short sentences
- Emerging expression of ideas

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- Visual support (word banks with images, tables, graphs, illustrations, maps, etc.)
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- Sentence frames to assist with oral and written production
- Explicit teaching of general terms (north/south, male/female, skin, water, etc.)
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Daily and weekly assessments of ELs' progress should be differentiated to their specific proficiency level, in the same manner that learning tasks are differentiated. The use of instructional accommodations and modifications *does not* indicate that a student cannot receive the highest grade in the content area. In general, all teachers of ELs should:
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Additional information, resources, and strategies to assess and grade ELs' performance and progress can be found in the "Assessment" category of the APS ESOL Support Site at tinyurl.com/apsesol.

Consult with the Special Education Teachers on IEP modifications.
- Hands-on, multimodal activities
- Audiovisual support

Special Education Considerations	• Think alouds • Graphic vocabulary cues • Brainstorming / graphic organizers • Music / movement • Alternative methods of representation • Simplified word directions
High- Achieving Students	**Pace** Accelerate Georgia Performance Standards **Complexity** Examining past, present, and future Critically examining opposing viewpoints. Ask students to discuss implications of the climate and developed areas of Georgia. Connecting ideas to another field or discipline **Depth** Developing specialized vocabulary of a field beyond simple academic terms Examining unanswered questions Developing theories or principles Creating connections or establishing interrelationships Determining political or ethical effects **Integrate** Use cross-disciplinary content and integrate standards from two or more disciplines **Curriculum Compacting** (a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace) Focus on solving complex, open-ended problems Evaluate situations by analyzing possible consequences and implications Allow students to think about discrepancies in what is known Instructional Approaches (such as Socratic Seminar; see Core Six and Strategic Teacher) Use analogies to introduce new concepts; Ask students to come up with their own **Account for Characteristics of the Gifted Learner** Create interdisciplinary product demands to evaluate learning for gifted students and to efficiently address multiple standards at once Focus on concepts, issues, and themes Providing more open tasks (as opposed to structured) in regard to solutions, decisions, and approaches than less advanced peers Opportunities for creative production (competitions, mentorships, production in public venues, etc.)
Online/Print Resources/References	

Lesson Three Progression

Duration: 1-2 Days

Standards(s)/Elements

SS6G8 Explain environmental issues in Europe.
    a. Explain the causes and effects of acid rain in Germany.
    b. Explain the causes and effects of air pollution in the United Kingdom.
    c. Explain the causes and effects of the nuclear disaster in Chernobyl, Ukraine.

Literacy Standard(s)
Reading **L6-8RH2:** 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. **L6-8RH4**: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. **L6-8RH7**: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **Writing** **L6-8WHST1**: Write arguments focused on discipline-specific content. **L6-8WHST7**: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. **L6-8WHST8**: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Performance-Based Objectives (As a result of their engagement with this unit, students will know and be able to…)
• **SWBAT** identify the causes of acid rain in Germany, air pollution in the United Kingdom and the nuclear disaster in Ukraine **IOT** explain the effects on humans and the environment in these countries.

Key Terms and Definitions	
Tier 2 Vocabulary	**Tier 3 Vocabulary**
• **Explain –** To make something clear by describing it in more detail or by revealing relevant facts or ideas. • **Identify –** To recognize and name.	• **Acid rain** – Clouds of rain containing sulfur dioxide, carbon dioxide, and nitrogen oxides that causes problems in the environment. • **Air pollution** - Contamination of air by smoke and harmful gases, mainly oxides of carbon, sulfur, and nitrogen. • **Chernobyl** - A town near Kiev in Ukraine where, in April 1986, an

	accident at a nuclear power station resulted in a serious escape of radioactive material. • **Environment** - The surroundings or conditions in which a person, animal, or plant lives or operates.

Guiding Questions

- What are some causes of acid rain pollution in Germany?
- How has acid rain impacted where citizens live in Germany?
- What impact has air pollution had on the citizens of the United Kingdom?
- How is the United Kingdom finding ways to eliminate air pollution?
- What caused the Chernobyl disaster in Ukraine?
- What were the lasting effects of the nuclear explosion for the citizens of Ukraine?

Interpretations and Reminders

- The Chernobyl disaster left massive radiation that still resonates in the Ukraine today.
- The United Kingdom is one of the most polluted countries in the world in terms of air pollution.
- Air pollution is one major cause of acid rain, and the effects include the destruction of plants and deterioration of buildings.

Suggested Learning Experiences

FOCUS LESSON

The teacher will begin the lesson by reviewing the supporting question for discussion with students. Explain to students that at the end of lesson, students should be able to answer the following guided question:

- How do major environmental issues impact citizens in Europe?

The teacher will open by providing students the following question:

- What is an environmental issue?

The teacher will begin the lesson by explaining to students that as citizens of Earth, they are part of the environment. Define the word "environment" for students (definition - the surroundings or conditions in which a person, animal, or plant lives or operates). Next, discuss with students that because of humans and nature, environments have different issues that affect not only the world, but humans as well.

Next, project the picture of the volcanic eruption below on a smart board or projector. Have students look closely and review the photo for one minute. After the minute is up, discuss some of the details from the picture and inform students that the picture is of a volcano erupting and explain to students that the volcano is caused by a force of nature and it effects not only the environment, but the people who live near it as well. Discuss with students the possible causes and long term effects of the volcano eruption for citizens.

Task: At the finality of the lesson, students will do a quick write to answer the question "What is an environmental issue?"

Volcano
photo.bmp

GUIDED LESSON
Graphic Organizer – Cause and Effect Map
The teacher will inform students that they will be participating in a guided learning opportunity to explain the causes and effects of environmental issues in Europe. First, the teacher will provide students with the supporting question for the guided lesson:

- What are the causes and effects of major environmental issues in Europe?

Next, the teacher will print or project using a smart board or white board the three articles dealing with air pollution in the United Kingdom, acid rain in Germany, and the Chernobyl disaster in the Ukraine, located here:
  - Chernobyl article
  - Germany acid rain article
  - United Kingdom air pollution article

Then, distribute the *Cause and Effect* Map to students allow them to have 5 minutes to read the article as a class. After reading the article, discuss with the students and together as a class record at least three causes for each environmental issue. Once finished, have a whole class discussion on the causes that were written down, and have students discuss what the effects would be. Once this discussion is complete, students should also record the effects discussed.

Task: At the finality of the lesson, students and teacher will discuss the answer to the supporting based question "What are the causes and effects of major environmental issues in Europe?"

Cause and Effect
Map - Environmenta

INDEPENDENT PRACTICE
Business Letter
Now inform students that they will complete a summative activity to show understanding of the causes and effects of environmental issues in Europe. First, the teacher should refer back to the guided question from the Focus lesson and inform students that they should be able to answer the following questions:
- How do major environmental issues impact citizens in Europe?

Next, the teacher will distribute the *Business Letter* document to students and explain that they will take on the role of either a citizen of the United Kingdom, Germany or Ukraine and will construct a letter to the government of their country about the environmental issue that is causing problems for their country. Each letter should include the following parts:

- o Date of letter
- o Greeting (To the Government of Germany…)
- o The reason for writing (Concerning acid rain in the country…)
- o Three paragraph body (one paragraph for each cause with one effect)
- o Closing paragraph on the overall impact and how to fix the environmental problem
- o Signature (Sincerely…)

After students have completed their letters, the teacher will collect the letters and redistribute the letters to different students, meaning each student should not have their own letter. Then, the teacher will explain to students that they will read and provide feedback on the letter they are reading. Have students read and answer the following feedback questions:

- o Did they include all the components needed for the letter?
- o Did they explain the causes and effects of the environmental issue in their country?
- o Did they provide a solution to the issue for their country?

Business Letter - Environmental Issue

Differentiated Supports	
English Language Learners	**WIDA English Language Development Standards** ESOL instruction is guided by the *WIDA English Language Development Standards* and grade-level content area GSE/GPS. English Learners (ELs) must develop proficiency in the language domains of listening, speaking, reading and writing while simultaneously acquiring academic content knowledge and skills. **Differentiated Learning Tasks** Learning tasks should be aligned to content standards, but instructional supports should vary according to the student's language proficiency level. The *WIDA Can Do Descriptors, Key Uses Edition* can be used as a starting point to indicate the linguistic performance abilities of ELs at each proficiency level in the areas of speaking, listening, reading, and writing, for the purposes of recounting, explaining, arguing and discussing. For example, a 3rd grade student with an English proficiency level of 2-Emerging can be expected to process arguments by distinguishing opinions from facts from peer's oral presentations and/or categorizing content-based pictures or objects from oral descriptions (e.g., "animals that form groups to help members survive"). Additional information, resources, and strategies to differentiate learning tasks for ELs can be found in the "Strategies" category of the APS ESOL Support Site at tinyurl.com/apsesol.

Strategies to Increase Comprehensibility

In general, ELs benefit from extensive opportunities to build background knowledge, increased focus on the academic language of the discipline, and multiple presentations of content in multiple formats (i.e., repetition, recasting, chunking of information, and step by step modeling). Additional information, resources, and research-based strategies can be found on the APS ESOL Support Site at tinyurl.com/apsesol.

With instructional supports, English Learners will be able to produce…

Advanced ELs (Levels 5-6)
- Multiple, complex sentences
- Organized, cohesive, and coherent expression of ideas

Recommended Strategies
- Explicit support during pre-writing and drafting to support inclusion of adequate detail and development of ideas

Intermediate ELs (Levels 3-4)
- Short and some expanded sentences with increasing complexity
- Organized expression of ideas with emerging cohesion

Recommended Strategies
- Visual supports (word and phrase banks, tables, graphs, illustrations, maps, etc.)
- Graphic organizers
- Sentences starters and paragraph frames
- Explicit teaching of general and content-related terms (war, conflict, outcome, perspective, etc.)
- Daily opportunities for oral and written practice

Beginning ELs (Levels 1-2)
- Single words, phrases or short sentences
- Emerging expression of ideas

Recommended Strategies
- Visual support (word banks with images, tables, graphs, illustrations, maps, etc.)
- Graphic organizers pre-populated with key information
- Sentence frames to assist with oral and written production
- Explicit teaching of general terms (north/south, male/female, skin, water, etc.)
- Daily opportunities for oral and written practice

Assessment

Daily and weekly assessments of ELs' progress should be differentiated to their specific proficiency level, in the same manner that learning tasks are differentiated. The use of instructional accommodations and modifications *does not* indicate that a student cannot receive the highest grade in the content area. In general, all teachers of ELs should:
- Create and use assignments/assessments that allow students to demonstrate content knowledge, skills, and abilities without language mastery.
- Focus on correct answers rather than errors and omissions.
- Weight graded components according to students' linguistic strengths and capabilities.
- Make the assignment/assessment process comprehensible by explaining the directions orally and in writing, providing step-by-step instructions, and

	ensuring visual supports whenever possible (e.g., realia, icons, manipulatives, modeling and exemplars). Additional information, resources, and strategies to assess and grade ELs' performance and progress can be found in the "Assessment" category of the APS ESOL Support Site at tinyurl.com/apsesol.
Special Education Considerations	Consult with the Special Education Teachers on IEP modifications. • Hands-on, multimodal activities • Audiovisual support • Think alouds • Graphic vocabulary cues • Brainstorming / graphic organizers • Music / movement • Alternative methods of representation • Simplified word directions

High- Achieving Students	**Pace**
	    Accelerate Georgia Performance Standards
	
	Complexity
	    Examining past, present, and future
	    Critically examining opposing viewpoints. Ask students to discuss implications of the climate and developed areas of Georgia.
	    Connecting ideas to another field or discipline
	
	Depth
	    Developing specialized vocabulary of a field beyond simple academic terms
	    Examining unanswered questions
	    Developing theories or principles
	    Creating connections or establishing interrelationships
	    Determining political or ethical effects
	
	Integrate
	    Use cross-disciplinary content and integrate standards from two or more disciplines
	
	Curriculum Compacting (a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace)
	    Focus on solving complex, open-ended problems
	    Evaluate situations by analyzing possible consequences and implications
	    Allow students to think about discrepancies in what is known
	    Instructional Approaches (such as Socratic Seminar; see Core Six and Strategic Teacher)
	    Use analogies to introduce new concepts; Ask students to come up with their own
	
	Account for Characteristics of the Gifted Learner
	    Create interdisciplinary product demands to evaluate learning for gifted students and to efficiently address multiple standards at once
	    Focus on concepts, issues, and themes Providing more open tasks (as opposed to structured) in regard to solutions, decisions, and approaches than

	less advanced peers Opportunities for creative production (competitions, mentorships, production in public venues, etc.)
Online/Print Resources/References	
Chernobyl article: http://www.nei.org/master-document-folder/backgrounders/fact-sheets/chernobyl-accident-and-its-consequences	
Acid Rain in Germany article: http://www.dw.com/en/germany-controversially-still-bombards-forests-with-limestone-to-combat-acid-rain/a-17239231	
U.K. Air Pollution article: http://www.bbc.com/news/uk-26851399	

Lesson Four Progression

Duration: 1-2 Days

Standards(s)/Elements
SS6G10 Describe selected cultural characteristics of Europe.   a. Describe the diversity of languages spoken within Europe.
Literacy Standard(s)
Reading **L6-8RH1:** Cite specific textual evidence to support analysis of primary and secondary sources. **L6-8RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. **L6-8RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Performance-Based Objectives **(As a result of their engagement with this unit, students will know and be able to...)**
SWBAT identify the language groups of countries in Europe and discuss their characteristics **IOT** describe the diversity of languages spoken in Europe.
Key Terms and Definitions

Tier 2 Vocabulary	Tier 3 Vocabulary
• **Describe** - To state the exact meaning of a word, to identify distinct attributes. • **Identify** – To recognize and name.	• **Germanic language** – Includes languages like German or English originating from Germanic tribes. • **Language –** The words, their pronunciation, and the methods of combining them used and understood by a community. • **Romance language** – Includes languages like French, Italian, Spanish, Portuguese, and Romanian, which come from Latin. • **Slavic language** – Includes Russian; sometimes written with Cyrillic alphabet.

Guiding Questions
• In what ways do the languages of Europe impact the culture of the continent and the citizens? • How do the people of Europe overcome the barriers created by the diversity of languages?
Interpretations and Reminders
• Romance languages include Spanish, Italian and French. • Germanic languages include German, English and Polish. • Slavic languages include Russian, Czech and Ukrainian.

• Most Slavic languages derive from the Cyrillic alphabet.

Suggested Learning Experiences

FOCUS LESSON

The teacher will begin the lesson by reviewing the supporting question for discussion with students. Explain to students that at the end of lesson, students should be able to answer the following guided question:

- How do the languages of Europe show cultural diversity?

The teacher will open by providing students the following question:

- What is language and what are the specific languages of Europe?

The teacher will ask students to define language. Ask students to explain what they feel language means to them. Next, the teacher will explain to students that language is used for communicating between citizens, and that there are many languages in the world in many countries, and that some countries use multiple languages to communicate. The teacher will then project the Languages of Europe Map on a white board or smart board for students, located here: Languages of Europe Map. The teacher will point out the language families located on the left of the map as well as point out the languages spoken in the countries of Italy, France, Spain, Ukraine, Russia, the United Kingdom and Germany. Finally, explain to students that they will be learning about how the diversity of Europe's languages affects the continent.

Task: At the finality of the lesson, students will answer on paper the guiding question posed earlier in the lesson, which is "What is language and what are the specific languages of Europe?"

GUIDED LESSON
Window Notes

The teacher will inform students that they will be participating in a guided learning opportunity on European languages. First, the teacher will provide students with the supporting question for the guided lesson:

- What significant facts describe Europe's languages and language groups?

The teacher will distribute to each student the *Window Notes* document and explain to students that as a class they will be completing their window notes using the *Culture of Europe – Languages* presentation. Next, project the presentation on a smart board or white board, or print a copy out for each student if technology is not available. The teacher will then read through the presentation and discuss the languages of Europe as well as teach the language groups to students. As the teacher is completing your version of the window notes, have students fill out the same information that you are writing. Finally, review the window notes with students by having them give the information in the window notes, sharing it with the whole class to check for completion and accuracy.

Task: At the finality of the lesson, the teacher will refer back to the supporting question from the beginning of the lesson and have students do a quick write on the question "What significant facts describe Europe's languages and language groups?"

Culture of Europe -
Languages.pptx

Window Notes -
Languages.pdf

COLLABORATIVE PRACTICE
Text Dependent Questions
The teacher will inform students that they will participate in a collaborative activity to show their understanding of language diversity in Europe. First, refer back to the guided question from the Focus lesson and inform students that they should be able to answer the following question:

- How do the languages of Europe show cultural diversity?

The teacher will then divide students into groups of two, then distribute to each pair the *Languages Text Dependent Questions* document and let each student pair know they must have their own paper to complete this activity. Then, give each student pair a color, either red or yellow.

The teacher will explain to pairs that they will be doing a text dependent question activity on European languages. Afterwards, instruct student pairs to first read the document on languages to better understand the information. Once complete, the teacher will then instruct the pairs to view the text dependent questions at the bottom of the page, and then to only answer the questions assigned to the color they were given on their own paper. After time has passed (15-20 minutes), have the student pairs share the answers for the questions and review each questions for accuracy.

Languages Text
Dependent Questio

Differentiated Supports	
English Language Learners	**WIDA English Language Development Standards** ESOL instruction is guided by the *WIDA English Language Development Standards* and grade-level content area GSE/GPS. English Learners (ELs) must develop proficiency in the language domains of listening, speaking, reading and writing while simultaneously acquiring academic content knowledge and skills.
	Differentiated Learning Tasks Learning tasks should be aligned to content standards, but instructional supports should vary according to the student's language proficiency level. The *WIDA Can Do Descriptors, Key Uses Edition* can be used as a starting point to indicate the linguistic performance abilities of ELs at each proficiency level in the areas of speaking, listening, reading, and writing, for the purposes of recounting, explaining, arguing and discussing. For example, a 3rd grade student with an English proficiency level of 2-Emerging can be expected to process arguments by

distinguishing opinions from facts from peer's oral presentations and/or categorizing content-based pictures or objects from oral descriptions (e.g., "animals that form groups to help members survive").

Additional information, resources, and strategies to differentiate learning tasks for ELs can be found in the "Strategies" category of the APS ESOL Support Site at tinyurl.com/apsesol.

Strategies to Increase Comprehensibility
In general, ELs benefit from extensive opportunities to build background knowledge, increased focus on the academic language of the discipline, and multiple presentations of content in multiple formats (i.e., repetition, recasting, chunking of information, and step by step modeling). Additional information, resources, and research-based strategies can be found on the APS ESOL Support Site at tinyurl.com/apsesol.
With instructional supports, English Learners will be able to produce…

Advanced ELs (Levels 5-6)
- Multiple, complex sentences
- Organized, cohesive, and coherent expression of ideas
Recommended Strategies
- Explicit support during pre-writing and drafting to support inclusion of adequate detail and development of ideas

Intermediate ELs (Levels 3-4)
- Short and some expanded sentences with increasing complexity
- Organized expression of ideas with emerging cohesion
Recommended Strategies
- Visual supports (word and phrase banks, tables, graphs, illustrations, maps, etc.)
- Graphic organizers
- Sentences starters and paragraph frames
- Explicit teaching of general and content-related terms (war, conflict, outcome, perspective, etc.)
- Daily opportunities for oral and written practice

Beginning ELs (Levels 1-2)
- Single words, phrases or short sentences
- Emerging expression of ideas
Recommended Strategies
- Visual support (word banks with images, tables, graphs, illustrations, maps, etc.)
- Graphic organizers pre-populated with key information
- Sentence frames to assist with oral and written production
- Explicit teaching of general terms (north/south, male/female, skin, water, etc.)
- Daily opportunities for oral and written practice

Assessment
Daily and weekly assessments of ELs' progress should be differentiated to their specific proficiency level, in the same manner that learning tasks are differentiated. The use of instructional accommodations and modifications *does not* indicate that a student cannot receive the highest grade in the content area. In general, all teachers of ELs should:

	• Create and use assignments/assessments that allow students to demonstrate content knowledge, skills, and abilities without language mastery. • Focus on correct answers rather than errors and omissions. • Weight graded components according to students' linguistic strengths and capabilities. • Make the assignment/assessment process comprehensible by explaining the directions orally and in writing, providing step-by-step instructions, and ensuring visual supports whenever possible (e.g., realia, icons, manipulatives, modeling and exemplars). Additional information, resources, and strategies to assess and grade ELs' performance and progress can be found in the "Assessment" category of the APS ESOL Support Site at tinyurl.com/apsesol.
Special Education Considerations	Consult with the Special Education Teachers on IEP modifications. • Hands-on, multimodal activities • Audiovisual support • Think alouds • Graphic vocabulary cues • Brainstorming / graphic organizers • Music / movement • Alternative methods of representation • Simplified word directions

High- Achieving Students	**Pace**
	     Accelerate Georgia Performance Standards
	
	Complexity
	     Examining past, present, and future
	     Critically examining opposing viewpoints. Ask students to discuss implications of the climate and developed areas of Georgia.
	     Connecting ideas to another field or discipline
	
	Depth
	     Developing specialized vocabulary of a field beyond simple academic terms
	     Examining unanswered questions
	     Developing theories or principles
	     Creating connections or establishing interrelationships
	     Determining political or ethical effects
	
	Integrate
	     Use cross-disciplinary content and integrate standards from two or more disciplines
	
	Curriculum Compacting (a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace)
	     Focus on solving complex, open-ended problems
	     Evaluate situations by analyzing possible consequences and implications
	     Allow students to think about discrepancies in what is known
	     Instructional Approaches (such as Socratic Seminar; see Core Six and Strategic Teacher)
	     Use analogies to introduce new concepts; Ask students to come up with their own

	Account for Characteristics of the Gifted Learner
	Create interdisciplinary product demands to evaluate learning for gifted students and to efficiently address multiple standards at once
	Focus on concepts, issues, and themes Providing more open tasks (as opposed to structured) in regard to solutions, decisions, and approaches than less advanced peers Opportunities for creative production (competitions, mentorships, production in public venues, etc.)

Online/Print Resources/References

National Geographic Lesson on Languages: http://nationalgeographic.org/lesson/languages-and-religions-europe/

Languages of Europe Map:

https://upload.wikimedia.org/wikipedia/commons/1/14/Languages_of_Europe_map.png

Lesson Five Progression

Duration: 1-2 Days

Standards(s)/Elements
SS6G10 Describe selected cultural characteristics of Europe.   b. Identify the major religions in Europe: Judaism, Christianity, and Islam.

Literacy Standard(s)
Reading **L6-8RH2:** 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. **L6-8RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. **L6-8RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **Writing** **L6-8WHST1:** Write arguments focused on discipline-specific content. **L6-8WHST8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **L6-8WHST9:** Draw evidence from informational texts to support analysis reflection, and research.

Performance-Based Objectives (As a result of their engagement with this unit, students will know and be able to…)
SWBAT identify the characteristics of the religions of Judaism, Christianity and Islam and **IOT** explain their significance to citizens in Europe.

Key Terms and Definitions	
Tier 2 Vocabulary **Explain** - To make something clear by describing it in more detail or by revealing relevant facts or ideas. **Identify** - To recognize and name.	**Tier 3 Vocabulary** **Christianity** - A religion with the belief that Jesus Christ is the Son of God. **Islam** - A religion based on the words and religious system founded by the prophet Muhammad. **Judaism** - A religion of Jewish people who believe in one God. **Religion** - The belief in and worship of a superhuman controlling power, especially a personal God or gods. **Monotheism** – The belief in one God or deity.

Guiding Questions

• What are the similarities and differences between the religions of Islam, Judaism and Christianity?
• Why do most people in Europe worship Christianity?
• How can we describe Europe's countries and citizens where specific religions are practiced?

Interpretations and Reminders

- Christianity is the most popular religion in Europe.
- Islam is the religion that is growing fast with the amount of followers in Europe.
- Religion is a major topic to some students, so it is recommended that teachers discuss the seriousness of religious tolerance before beginning this lesson.
- Socratic seminars are very structured debates, so familiarizing yourself on the set up before the class is introduced to it is required. There is an available clip located in the Learning Experiences section for further assistance.

Suggested Learning Experiences

FOCUS LESSON
The teacher will begin the lesson by reviewing the supporting question for discussion with students. Explain to students that at the end of lesson, students should be able to answer the following guided question:

- What impact does religion have on citizens in Europe?

 The teacher will open by providing students the following question:

- What is religion and what are Europe's major religions?

The teacher will being the lesson by passing out a copy of the *Coexist Sticker* to each student or group as well as a post it note. The teacher will inform students that they will have 2 minutes to write on the post it note what they believe the popular sticker represents. After time is up (about 2-3 minutes), the teacher will have students share their thoughts with the class their opinion of the sticker. After each student has shared, the teacher will explain to students that some of the symbols in the bumper sticker represent three of the most prevalent religions in Europe. Next, define the word religion for students and explain to them that they will be looking at how the major religions in Europe are significant to European culture.

Next, the teacher will distribute to each student the Studies Weekly, Week 25 document and have students refer to the "Major Religions in Europe: Christianity, Judaism and Islam" section. The teacher and students will read together the information on Europe's major religions, with the teacher pointing out the three major religions of Europe as well as giving information about each, such as where in Europe it is worshipped, the holy books, the messiah of each religion, etc.

Task: At the finality of the lesson, students will answer on paper Question 1 under the "Think and Review" section of Studies Weekly, Week 26. Students will answer the question while

referring to the supporting question of "What is religion and what are Europe's major religions?"

Coexist Sticker.pdf

GUIDED LESSON
Vocabulary Acquisition
The teacher will first distribute to each student 4 index cards to use for the activity. Next, explain to students that they will be creating flash cards for vocabulary to understand the terms for this lesson (monotheism, Christianity, Judaism, Islam). After explaining, write each term and definition for students to see using a white board or a smart board (the definitions and terms are located in the Vocabulary section). Instruct students on the front of the card to write the term, and then on the back write the definition (be sure to model this for students before beginning).

Class Reading and Text Dependent Questions
The teacher will inform students that they will be participating in an activity in order to obtain information on Europe's major religions. First, the teacher will provide students with the supporting question for the guided lesson:
- What significant facts describe the major religions of Europe?

The teacher will then distribute the *Languages of Europe Question Journal* document to students and explain that they will be reading from informational text about religions around the world (Be sure to model how to complete the question journal before beginning the lesson). After modeling has taken place, the teacher will project on a smart board or white board the World Religions website, located here: World Religions Initiative (each separate page for Islam, Christianity and Judaism can be printed for students if technology is unavailable).

The teacher and students will first complete the "before reading" section of the question journal by answering the questions, possible answers and text evidence sections. Then the teacher and students will read the sections on Judaism, Christianity and Islam for information on the religions and complete the "during reading questions", possible answers and text evidence sections. Finally, once all reading has been complete by the teacher and students, together they will complete the "after reading" questions, possible answers and text evidence sections for completion.

Task: At the finality of the lesson, student groups will answer Question 2 under the "Think and Review" section of Studies Weekly, Week 26. Students should answer while referring to the guiding question of "What significant facts describe the major religions of Europe?"

Languages of
Europe Question Jo

COLLABORATIVE PRACTICE
Socratic Seminar
The teacher will inform students that they will engage in a collaborative practice opportunity to further look at the various religions of Europe. First, the teacher will provide students with the supporting question for the collaborative practice:

- How has the growth of Islam in Europe affected citizens?

First, explain to students that they will be engaging in a Socratic seminar using an article on Europe and religion. To begin, have four students sit in the middle of the room, circled by the rest of the class. Assign the *Muslim Growth in Europe* article to each student, located here: Muslim Growth in Europe and give them about three to five minutes to read the article. The four students in the middle are responsible for discussing the given set of questions about the article located on the *Socratic Seminar for Persuasive Texts* document, which should be distributed before the seminar begins, for about ten minutes (They are the only ones who speak).

The teacher will then select four other students in the outside circle to observe the four participants and have these students complete the *Socratic Seminar Observation Checklist* document. After the discussion. Have the observers to share a few positive comments, then as the teacher provide your own specific constructive feedback.

Soc Seminar   Soc Seminar
Questions on PERSL OBSERVATION CHEC

INDEPENDENT PRACTICE
Persuasive Writing
The teacher will inform students that they will complete an independent activity to show understanding of the effect of Europe's major religions on its citizens. First, refer back to the guided question from the Focus lesson and inform students that they should be able to answer the following question:

- What impact does religion have on citizens in Europe?

Next, the teacher will distribute to each student the *European Religion Constructed Response* document and explain to students that they will use the information from the article on Muslim growth in Europe to write a two paragraph constructed response answer to the writing prompt on the document. The teacher will inform students to include information from the text to support their argument (be sure to provide students with the *Persuasive*

Writing Rubric so they can self-evaluate their work). Once complete, have students read aloud their responses and allow the class to provide their opinions on the writing.

European Religion Constructed Respor

Persuasive Writing Rubric.pdf

Differentiated Supports

| **English Language Learners** | **WIDA English Language Development Standards**
ESOL instruction is guided by the *WIDA English Language Development Standards* and grade-level content area GSE/GPS. English Learners (ELs) must develop proficiency in the language domains of listening, speaking, reading and writing while simultaneously acquiring academic content knowledge and skills.

Differentiated Learning Tasks
Learning tasks should be aligned to content standards, but instructional supports should vary according to the student's language proficiency level. The *WIDA Can Do Descriptors, Key Uses Edition* can be used as a starting point to indicate the linguistic performance abilities of ELs at each proficiency level in the areas of speaking, listening, reading, and writing, for the purposes of recounting, explaining, arguing and discussing. For example, a 3rd grade student with an English proficiency level of 2-Emerging can be expected to process arguments by distinguishing opinions from facts from peer's oral presentations and/or categorizing content-based pictures or objects from oral descriptions (e.g., "animals that form groups to help members survive").

Additional information, resources, and strategies to differentiate learning tasks for ELs can be found in the "Strategies" category of the APS ESOL Support Site at tinyurl.com/apsesol.

Strategies to Increase Comprehensibility
In general, ELs benefit from extensive opportunities to build background knowledge, increased focus on the academic language of the discipline, and multiple presentations of content in multiple formats (i.e., repetition, recasting, chunking of information, and step by step modeling). Additional information, resources, and research-based strategies can be found on the APS ESOL Support Site at tinyurl.com/apsesol.
With instructional supports, English Learners will be able to produce…

Advanced ELs (Levels 5-6)
• Multiple, complex sentences
• Organized, cohesive, and coherent expression of ideas
Recommended Strategies
• Explicit support during pre-writing and drafting to support inclusion of adequate detail and development of ideas

Intermediate ELs (Levels 3-4)
• Short and some expanded sentences with increasing complexity
• Organized expression of ideas with emerging cohesion
Recommended Strategies
• Visual supports (word and phrase banks, tables, graphs, illustrations, maps, etc.)
• Graphic organizers
• Sentences starters and paragraph frames |

	- Explicit teaching of general and content-related terms (war, conflict, outcome, perspective, etc.) - Daily opportunities for oral and written practice <u>**Beginning ELs (Levels 1-2)**</u> - Single words, phrases or short sentences - Emerging expression of ideas *Recommended Strategies* - Visual support (word banks with images, tables, graphs, illustrations, maps, etc.) - Graphic organizers pre-populated with key information - Sentence frames to assist with oral and written production - Explicit teaching of general terms (north/south, male/female, skin, water, etc.) - Daily opportunities for oral and written practice **<u>Assessment</u>** Daily and weekly assessments of ELs' progress should be differentiated to their specific proficiency level, in the same manner that learning tasks are differentiated. The use of instructional accommodations and modifications *<u>does not</u>* indicate that a student cannot receive the highest grade in the content area. In general, all teachers of ELs should: - Create and use assignments/assessments that allow students to demonstrate content knowledge, skills, and abilities without language mastery. - Focus on correct answers rather than errors and omissions. - Weight graded components according to students' linguistic strengths and capabilities. - Make the assignment/assessment process comprehensible by explaining the directions orally and in writing, providing step-by-step instructions, and ensuring visual supports whenever possible (e.g., realia, icons, manipulatives, modeling and exemplars). Additional information, resources, and strategies to assess and grade ELs' performance and progress can be found in the "Assessment" category of the APS ESOL Support Site at tinyurl.com/apsesol.
Special Education Considerations	Consult with the Special Education Teachers on IEP modifications. - Hands-on, multimodal activities - Audiovisual support - Think alouds - Graphic vocabulary cues - Brainstorming / graphic organizers - Music / movement - Alternative methods of representation - Simplified word directions
High- Achieving Students	**Pace** Accelerate Georgia Performance Standards **Complexity** Examining past, present, and future Critically examining opposing viewpoints. Ask students to discuss implications of the climate and developed areas of Georgia. Connecting ideas to another field or discipline

Depth

    Developing specialized vocabulary of a field beyond simple academic terms

    Examining unanswered questions

    Developing theories or principles

    Creating connections or establishing interrelationships

    Determining political or ethical effects

Integrate

    Use cross-disciplinary content and integrate standards from two or more disciplines

Curriculum Compacting (a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace)

    Focus on solving complex, open-ended problems

    Evaluate situations by analyzing possible consequences and implications

    Allow students to think about discrepancies in what is known

    Instructional Approaches (such as Socratic Seminar; see Core Six and Strategic Teacher)

    Use analogies to introduce new concepts; Ask students to come up with their own

Account for Characteristics of the Gifted Learner

    Create interdisciplinary product demands to evaluate learning for gifted students and to efficiently address multiple standards at once

    Focus on concepts, issues, and themes Providing more open tasks (as opposed to structured) in regard to solutions, decisions, and approaches than less advanced peers Opportunities for creative production (competitions, mentorships, production in public venues, etc.)

Online/Print Resources/References

National Geographic lesson: http://nationalgeographic.org/lesson/languages-and-religions-europe/

World Religion website: http://www.uri.org/kids/world.htm

Muslim Growth article: https://www.theguardian.com/world/2015/apr/02/muslim-population-growth-christians-religion-pew

Socratic Seminars Guide: http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html