



Embedding the ELPS With E's:
MIDDLE SCHOOL SOCIAL STUDIES

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Explore

The purpose of Explore is to provide the reader an opportunity to become directly involved with a lesson developed to make the academic content and language accessible to ELLs.

Explore Reader Activity 1: Lesson Scavenger Hunt

Become familiar with the lesson components while completing the scavenger hunt for the lesson that follows.

Scavenger Hunt

Lesson Feature	Page(s)	Purpose
Content Objective		
Vocabulary Terms		
High-Yield Strategies		
ELPS Objective(s)		
Materials Needed		
Advanced Preparation		
Mode(s) of Instruction		
Scaffolding Questions		
Tips		


Lesson Implications

After examining the lesson features and each phase of the lesson, reflect on the following questions, which speak to long-term ramifications for instruction:

- How do the tools and strategies embedded in the lesson make content comprehensible for ELLs?
- Which of the tools and strategies embedded in the lesson would be helpful for non-ELLs?
- How does the 5E model impact students and teachers?
- How do the ELPS cross-curricular second language acquisition strategies align with content objectives?
- What is the value of utilizing high-yield instructional strategies with ELLs?

Note

If you are attending a professional development session centered on *Embedding the ELPS with E's*, you will have the opportunity to participate in the lesson as the next activity.



Lesson Scaffolding at a Glance (continued)

	<i>Highly Effective Instructional Strategies</i>	<i>English Language Proficiency Standards</i>
Explore		<p>c4I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content-area needs.</p> <p>c4J See previous.</p> <p>c4K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content-area and grade-level needs.</p>
Explain	<p>Identifying Similarities and Differences</p> <ul style="list-style-type: none"> Students determine the characteristics contained in the visual representations for the purpose of identifying the corresponding Texas historical era. <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> Students create a one-sentence summary for each of the historical eras for the purpose of distinguishing essential information regarding each of the historical eras. <p>Representing Knowledge</p> <ul style="list-style-type: none"> Nonlinguistic Representations: Students view the graphic representations and determine the key features of each in order to make meaning of each of the historical eras. 	<p>c1A See previous.</p> <p>c1E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.</p> <p>c1G See previous.</p> <p>c2H See previous.</p> <p>c2I See previous.</p> <p>c3B See previous.</p> <p>c3F See previous.</p> <p>c3G See previous.</p> <p>C3H See previous.</p> <p>c3I See previous.</p> <p>c3J See previous.</p> <p>c5F See previous.</p> <p>c5G See previous.</p>
Elaborate	<p>Identifying Similarities and Differences</p> <ul style="list-style-type: none"> Students use the categorization process deliberately and rigorously when analyzing the excerpt. Students determine the characteristics of the information contained in the excerpt to compare the elements for each historical era. <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> Students use a graphic organizer to determine the essential elements of the historical era excerpts. <p>Cues, Questions, and Advanced Organizers</p> <ul style="list-style-type: none"> Students use a graphic organizer as a way to organize essential elements for the purpose of connecting their previous learning and understanding to new situations. 	<p>c1A See previous.</p> <p>c1C See previous.</p> <p>c1E See previous.</p> <p>c1F See previous.</p> <p>c1G See previous.</p> <p>c1H See previous.</p> <p>c2H See previous.</p> <p>c2I See previous.</p> <p>c3B See previous.</p> <p>c3F See previous.</p>

Lesson Scaffolding at a Glance (continued)

	<i>Highly Effective Instructional Strategies</i>	<i>English Language Proficiency Standards</i>
Elaborate		<p>c3G See previous.</p> <p>c3H See previous.</p> <p>c3I See previous.</p> <p>c4D See previous.</p> <p>c4F See previous.</p> <p>c4G See previous.</p> <p>c4I See previous.</p> <p>c4J See previous.</p> <p>c4K See previous.</p> <p>c5G See previous.</p>
Evaluate	<p>Identifying Similarities and Differences</p> <ul style="list-style-type: none"> Students determine the characteristics contained in the visual representations for the purpose of identifying the corresponding Texas historical era. <p>Cues, Questions, and Advance Organizers</p> <ul style="list-style-type: none"> Questions: These questions require use of learned knowledge and skills. <p>Representing Knowledge</p> <ul style="list-style-type: none"> Nonlinguistic Representations: Students create pictures to represent the essential elements of the lesson. 	<p>c5B See previous.</p> <p>c5F See previous.</p> <p>c5G See previous.</p>

Rights, Responsibilities, and Duties

Rights, Responsibilities, and Duties	Example	Visual Representation	Text Evidence from "A Day in the Life of Sam"
Register to Vote— <i>Acquire official documentation to legally cast a ballot.</i>			
Be informed on issues— <i>Learn to make informed decisions about important issues that affect you and other citizens.</i>			
Vote— <i>Have a say in government and the laws that affect you and other citizens.</i>			
Jury Duty— <i>Serve in a legal proceeding to determine the innocence or guilt of the accused.</i>			
Volunteer— <i>Serve your community and improve the lives of others.</i>			
Boycott— <i>Make others aware of your dissatisfaction by refusing to purchase items and/or services.</i>			
Protest— <i>Make others aware of your dissatisfaction.</i>			
Pay Taxes— <i>Pay for vital services provided by the government.</i>			

Civic engagement means:

How would you describe the relationship among rights, responsibilities, duties, and freedom?

Sample Lesson 3: The Seven Principles of Government

Content Objective:

The student is expected to analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

Language Objective

The student is expected to read, write, listen, and speak about how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights using newly acquired content-specific vocabulary.

	<i>Highly Effective Instructional Strategies</i>	<i>English Language Proficiency Standards</i>
Engage	<p>Cues, Questions, and Advanced Organizers</p> <ul style="list-style-type: none"> • Cues: Use sentence starters to answer questions pertaining to the information learned during the political cartoon analysis. • Questions: Ask questions about their thoughts and feelings regarding the experiences and feelings leading up to the drafting of the U.S. Constitution. Activate students' prior knowledge and set a stage for learning and a preview of what is to be studied. • Advance Organizers: Use the Cartoon Analysis Worksheet to help students analyze the political cartoon and make connections to what is to be learned. <p>Setting Objectives and Providing Feedback</p> <ul style="list-style-type: none"> • The teacher solicits responses from students about what the political cartoon represents and should accept all reasonable responses and responses justified by textual evidence. • Telling students what to expect to learn in the next phase of the lesson will focus their attention on the intended learning outcome. 	<p>c1A Use prior knowledge and experiences to understand meanings in English.</p> <p>c1C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.</p> <p>c2I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</p> <p>c2I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</p> <p>c3E Share information in cooperative learning interactions.</p> <p>c3G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.</p>