

Unit: Beginning the Twentieth Century

Content Area: Social Studies

Strand: The Washington Adventure

Grade: Fourth Grade

Unit	Disciplinary Core Ideas	Unit Language Goal(s)	Resources
Chapter 6, Unit 2	<p>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CCSS.ELA-LITERACY.W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>I can...</p> <ul style="list-style-type: none"> ● Describe the events during the twentieth century by using prepositional phrases of time, place to contextualize phenomena or events. ● Analyze sources for a series of contributing factors that led to the roaring twenties by referring and making inferences to details in a text when explaining. ● Discuss and write about the cause/effect of the Depression Era. 	<ul style="list-style-type: none"> ● Textbook: The Washington Adventure - Ruth Pelz ● Teacher Resource Package: The Washington Adventure

Language for Social Studies (Explain)

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Explain.Interpretive

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

Language for Social Studies (Argue)

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

Part (Lesson) & Guiding/Focus Questions	Content Standards (CCSS)	Language Expectations (Sample Language Objectives)	Language Functions and Features (bolded are the focus for instruction)
<p>Lesson 1 World War 1</p> <p>How was WW1 good for America?</p> <p>*Reading Lesson Page 133-134</p>	<p>CCSS.ELA-LITERACY.W.4.1.A</p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p>	<p>ELD-SS.4-5.Argue.Expressive</p> <p>Construct social studies arguments that</p> <ul style="list-style-type: none"> ● Introduce topic ● Select relevant information to support claims with evidence from multiple sources ● Establish perspective ● Show relationships between claims with reasons and multiple sources of evidence 	<p>Select relevant information to support claims with evidence gathered from multiple sources through...</p> <ul style="list-style-type: none"> ❖ Variety of clauses (adverbial, embedded) to add details, examples, quotes, data (in the book, according to, the author tells us) ❖ Adverbial and prepositional phrases to specify time (duration, specific date, or range), location, how or why something happened (During the 1800s, many native peoples were forced to move west because of settlers from the east.) ❖ Doing verbs (fled, hunted) to identify agent
<p>Lesson 2 The Roaring Twenties</p> <p>What made the Roaring Twenties so good for America?</p> <p>*Reading Lesson Page 135</p>	<p>CCSS.ELA-LITERACY.RL.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>ELD-SS.4-5.Explain.Interpretive</p> <p>Interpret social studies explanations by</p> <ul style="list-style-type: none"> ● Determining different opinions in sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for a series of contributing factors or causes ● Evaluating disciplinary concepts and ideas that are open to different interpretations 	<p>Generalize probable causes and effects of developments or events through...</p> <ul style="list-style-type: none"> ❖ Word choices to evaluate, judge, or appreciate significance of event or phenomenon ❖ Nominalizations to summarize events and name abstract phenomenon (city expansion) ❖ Declarative statements to evaluate or interpret events

<p>Lesson 3 Hard Times</p> <p>What made the Great Depression so difficult for America?</p> <p>*Reading Lesson Page 136-137</p>	<p>CCSS.ELA-LITERACY.RI.4.5</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>ELD-SS.4-5.Explain.Interpretive</p> <p>Interpret social studies explanations by</p> <ul style="list-style-type: none"> ● Determining different opinions in sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for a series of contributing factors or causes ● Evaluating disciplinary concepts and ideas that are open to different interpretations 	<p>Introduce phenomena or events through...</p> <ul style="list-style-type: none"> ❖ Prepositional phrases of time, place to contextualize phenomena or events ❖ Relating verbs (have,be) to define phenomena or events ❖ Nouns to represent abstract concepts (factors, effects, economics) ❖ Cohesion to reference ideas, people across text (pronouns, substitutions, renaming,synonyms, collections)
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