

SHELTERED GLOBAL STUDIES

ELL 171/172

Mr. Emmett O’Keefe

email: eokeefe@student.leyden212.org

phone: 1-847-451-3082

available:

Monday through Friday via email

Tuesdays and Thursdays from 6:45 - 7:30

Mondays, Wednesdays, and Fridays from 2:30 - 3:30

From March-May: 2:30-3:05

Course description*

Sheltered Global Studies is an ELL level 2 and 3 , two semester, Social Studies course required for graduation. The purpose of the course is to develop advanced English language reading, writing, listening, and speaking skills and to introduce the technical language of social studies as well as content area knowledge and skills. The first semester focus is on building content vocabulary for the study of geographic/environmental, economic, social/cultural, and political systems of the world. The second semester focus is to apply knowledge and skills with analysis of nonfiction literature, historical events, and current events as well as a Model United Nations simulation. Students will analyze and evaluate global conflicts and try to find solutions to real world issues through cooperation. Emphasis is placed on the skill of writing beginning with informative/explanatory writing first semester and argument writing second semester..

Credit weight*

College Prep

[Link to published core](#)

[curriculum map*](#)

Priority Standards*

IL SOCIAL STUDIES INQUIRY STANDARDS:	ELL PRIORITY STANDARDS:
<p>Constructing Essential Questions SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field.</p> <p>SS.IS.2.9-12: Explain how supporting questions contribute to an inquiry.</p>	<p>Standard 1a</p> <ul style="list-style-type: none"> Students will be able to demonstrate command of conventions of standard English grammar and usage when writing. <p>Standard 1b</p>
<p>Determining Helpful Sources SS.IS.3.9-12: Develop new supporting and essential questions through investigations, collaboration, and using diverse sources.</p>	<p>Standard 2</p> <ul style="list-style-type: none"> Students will be able to determine or clarify the meaning of words and phrases using context clues.
<p>Gathering and Evaluating Sources SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.</p>	<p>Standard 3a</p> <ul style="list-style-type: none"> Students will be able to determine the theme or central idea of the text. <p>Standard 3b</p> <ul style="list-style-type: none"> Students will be able to analyze the development of the theme over the course of the text. <p>Standard 3c</p> <ul style="list-style-type: none"> Students will be able to provide a summary of the text.

<p>Developing Claims and Using Evidence SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.</p>	<p>Standard 4a</p> <ul style="list-style-type: none"> Students will be able to determine the main idea of a text. <p>Standard 4b</p> <ul style="list-style-type: none"> Students will be able to analyze the development of the main idea throughout the text.
<p>Communicating Conclusions SS.IS.6.9-12: Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.</p>	<p>Standard 5a</p> <ul style="list-style-type: none"> Students will be able to write informative and explanatory texts that examine and convey complex information. <p>Standard 5b</p> <ul style="list-style-type: none"> Students will be able to write using a method of organization which includes an introduction, body, and conclusion. <p>Standard 5c</p> <ul style="list-style-type: none"> Students will be able to find and utilize appropriate evidence when writing informational texts. <p>Standard 5d</p> <ul style="list-style-type: none"> Students will be able to connect evidence to the central idea or thesis of the explanatory text. <p>Standard 5e</p> <ul style="list-style-type: none"> Students will be able to use transitions <p>Standard 5f</p> <ul style="list-style-type: none"> Students will be able to use appropriate vocabulary when writing
<p>Critiquing Conclusions SS.IS.7.9-12: Articulate explanations and arguments to a targeted audience in diverse settings.</p>	<p>Standard 6a</p> <ul style="list-style-type: none"> Students will be able to participate in partner, larger group and whole class discussions. <p>Standard 6b</p> <ul style="list-style-type: none"> Students will be able to build on others' ideas in a discussion.
<p>Taking Informed Action SS.IS.8.9-12: Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.</p>	<p>Standard 7</p> <ul style="list-style-type: none"> Students will be able to create and deliver presentations that are understandable and appropriate.
	<p>Standard 8</p> <ul style="list-style-type: none"> Students will be able to use formal English when appropriate.

Grading Categories* (Common for all instructors of this course)	Category Percent Weights* (Common for all instructors of this course)
TESTS/LARGE ASSESSMENTS/PROJECTS	50%
QUIZZES/SMALL ASSESSMENTS	30%
HOMEWORK/CLASSWORK	20%

Leyden High School D212 Common Grading Scale*: 90 - 100 A; 80-89 B; 70 - 79 C; 60 - 69 D; Below 60- F

Materials Needed:
Chromebook

Retake/Late Work/Missing Assignment Policy

Retakes are encouraged for mastery learning. Late work will only be accepted with a teacher conference before or after school. Missing assignments will count as a “zero.”

Other information:

Students are encouraged to check their gmail for communications, Schoology course post for lessons, and Home Access Center for grades regularly.

Content Standards:**Enduring Understandings and Content Standards**

Students will understand that...

Unit 1: People adapt to and change their environment.

- SS.G.1.9-12: Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic and environmental characteristics.
- SS.G.6.9-12: Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- SS.G.3.9-12: Analyze and explain how humans impact and interact with the environment and vice versa.

Unit 2: Economic systems are structured to meet the needs and wants of different societies.

- SS.EC.1.9-12: Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups.
- SS.EC.4.9-12: Evaluate the effectiveness of government policies to improve market outcomes, address inequality, or reduce inefficiencies.
- SS.EC.10.9-12: Explain how globalization trends and policies affect social, political, and economic conditions in different nations.

Unit 3: Culture affects one's individual identity and belief system.

- SS.G.9.9-12: Describe and explain the characteristics that constitute a particular culture.
- SS.G.10.9-12: Explain how and why culture shapes worldview.
- SS.H.12.9-12: Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

Unit 4: The distribution of power is a product of existing documents and laws as well as contemporary values and beliefs.

- SS.CV.1.9-12: Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.
- SS.CV.5.9-12: Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.
- SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.

Unit 5: The actions of individuals, groups, institutions affect society through intended and unintended consequences.

- SS.G.4.9-12: Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.
- SS.G.6.9-12: Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

Unit 6: Economic stability and prosperity usually guarantees political stability and cooperation. Authority of a government is challenged when it is not fulfilling its purposes.

- SS.CV.3.9-12: Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality and liberty.
- SS.G.5.9-12: Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact, trade, politics and migration.
- SS.EC.10.9-12: Explain how globalization trends and policies affect social, political, and economic conditions in different nations.

Unit 7: Unequal distribution of wealth and the competition for resources leads countries into conflict.

- SS.G.11.9-12: Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region.
- SS.G.12.9-12: Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.
- SS.H.10.9-12: Analyze the causes and effects of global conflicts and economic crises.
- SS.H.12.9-12: Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

Unit 8: Trade-offs are always made in negotiating resolutions of social, political, economic and environmental issues.

- SS.H.3.9-12: Evaluate the methods utilized by people and institutions to promote change.
- SS.H.4.9-12: Analyze how people and institutions have reacted to environmental, scientific, and technological changes.
- SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.
- SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.