

SOCIAL STUDIES ABE PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> COMMON CORE BASICS, SOCIAL STUDIES</p> <p><b>TEXT CHAPTER:</b> CHAPTER 1 (pages 16-37)</p> <p><b>TOPIC:</b> US GOVERNMENT AND CIVICS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level D Workbook, pages 19, 89-92, 143-150, 167-174</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 72-80</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, pages 38-43, 116, 140, 150-156, 162</i></p> <p><i>Reading Basics, Intermediate 2 Reader, pages 26-33, 103-110</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 2</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lessons 5, 18</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 21, 25</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 1.1, 4.2, 4.4, 4.5</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 6.6, 7.3</i></p>	<p><b>WEEK 1</b></p> <p><b>CHAPTER TITLE:</b> 1- US GOVERNMENT AND CIVICS</p> <p><b>LESSON(S) TITLE:</b> 1.1- <i>Types of Modern and Historical Governments</i>; 1.2- <i>The US Constitution</i>; 1.3- <i>The Executive, Legislative, and Judicial Branches of Government</i></p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>1.1- Identify and compare types of modern and historical governments; Explain how types of government are related; Explain how governments develop</p> <p>1.2- Identify the factors that led to the Constitutional Convention; Describe some of the compromises in the Constitution; Summarize the process of amending the Constitution</p> <p>1.3- Identify the role and duties of the president; Compare and contrast the two houses of Congress; Explain how the federal judicial system functions</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b></p> <p><b>Word Wall-</b> use colored paper to record the definition and a sentence for each vocabulary word with students working in pairs- IRB 285</p> <p><b>Write Sentences-</b> working in pairs, students write sentences for the vocabulary words as the teacher reads aloud the definitions, sentences are then shared- IRB 287</p> <p><b>Latin Roots/ Word Origins-</b> Using the Latin word <i>vetare</i> (to forbid or prevent) as an example, find the etymology of <i>veto</i> and <i>democracy</i> in a dictionary- IRB 285, 289</p> <p><b>Analyze Ideas-</b> define <i>analyze</i> (<i>examine, study, think about, consider, scrutinize</i>) then analyzing a paragraph from the text, chart characteristics of government IRB 285-286</p> <p><b>Paraphrase Information-</b> students paraphrase the 26<sup>th</sup> Amendment- IRB 287</p> <p><b>Compare and Contrast-</b> ask students to identify similarities and differences in sentences, along with the words that indicate the comparison- IRB 289</p> <p><b>Outlining-</b> use boldfaced words to determine a paragraph’s main topic- IRB 289</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Make Inferences-</b> combining what is known with what is read, make inference equations using a passage (Magna Carta)- IRB 286</p> <p><b>Read Bar Graph-</b> create a bar graph based on responses to “Who votes”- IRB 287</p> <p><b>HOME LEARNING:</b></p> <p><b>Internet Research (Technology Connection)-</b>ask students to find and list types of reputable websites to use in research (e.g. <i>www.archives.gov</i>)- IRB 286</p> <p><b>Develop Flowchart-</b> for a daily process that a student follows- IRB 290</p>	<p><b>BELL RINGER:</b></p> <p>1.1-Ask students what a government does and what type of government the United States has- IRB 285</p> <p>1.2-Using the Preamble to the US Constitution , ask students to identify the goals of the Constitution’s authors –URB 287</p> <p>1.3-Have students name the three branches of the US government- IRB289</p> <p><b>VOCABULARY:</b></p> <p>1.1-absolute, democracy, government, peers, amendments, confederacy, dictatorship, monarchy, analyze</p> <p>1.2-category, guarantee, checks and balances, separation of powers, paraphrase</p> <p>1.3-delegate, function, imbalance, judicial review, veto, compare, contrast</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>Research It-</b> students compare the format and language of historical documents providing examples of differences and present to class- IRB 287; use <i>.gov</i> websites to research the branches of government-IRB 290, page 34</p> <p><b>21<sup>st</sup> Century Skill-</b> problem solving – using the problems faced in the adoption of the Constitution, divide class into two groups, one that approves of the ways used and those who differ-IRB 288, page 29</p> <p><b>Write to Learn-</b> pages 23, 29, 35</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL Instruction:</b> translate terms into student’s first language (IRB 286); explain multiple-meaning words (e.g. pocket veto) (IRB 286); create a table for the Bill of Rights to explain the idea relationships (IRB 288)</p> <p><b>Extension Activity:</b> students find examples of how the uS Constitution affects citizens today (IRB 286); create flowcharts for structure and functions each branch of government (IRB 290); students evaluate a failed amendment (e.g. House Joint Resolution 208) and why the states did not ratify it (IRB 288)</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Social Studies:</b> pages 23, 27, 29, 34</p>
<p><b>CCR STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.1, CCRA.R.2, CCRA.R.3, CCRA.R.7, CCRA.R.10</p>	<p><b>TABE CORRELATION TO TEXT:</b> Interpret Graphic Information Construct Meaning- Compare and Contrast; Summary and Paraphrase</p>	<p><b>EVALUATION/ASSESSMENT:</b> In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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<p><b>TEXT(S):</b> COMMON CORE BASICS, SOCIAL STUDIES</p> <p><b>TEXT CHAPTER:</b> CHAPTER 1 (pages 38-53)</p> <p><b>TOPIC:</b> US GOVERNMENT AND CIVICS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level D Workbook, pages 59-66, 135-142, 159-166, 213-220</i> <i>Achieving TABE Success in Reading, Level D Reader, pages 24-33, 64-72, 77-80, 89-93</i> <i>Reading Basics, Intermediate 2 Workbook, pages 14-19, 46-51, 62-67, 142-147</i> <i>Reading Basics, Intermediate 2 Reader, pages 1-9, 34-41</i> <i>Words to Learn By- Building Academic Vocabulary, Lesson 9</i> <i>Words to Learn By- Expanding Academic Vocabulary, Lessons 10, 19</i> <i>Workplace Skills, Reading for Information, Lessons 1, 6, 20, 22</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 3.1, 4.1, 4.3, 5.6</i> <i>Workforce Connects, Reading for Information, Lessons 3.1, 4.1, 6.5, 6.7</i></p>	<p><b>WEEK 2</b></p> <p><b>CHAPTER TITLE:</b> 1- US GOVERNMENT AND CIVICS</p> <p><b>LESSON(S) TITLE:</b> 1.4- <i>State and Local Government</i>; 1.5- <i>Political Parties and Interest Groups</i>; 1.6- <i>Civil Liberties and Civil Rights</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 1.4- Explain the ways in which national and state governments are alike and different; Identify the different levels and forms of local government; Distinguish between the various forms of city government 1.5- Explain the role of political parties in US politics; Discuss the importance of interest groups 1.6- Identify the general provisions of the Bill of Rights; Explain how civil rights expanded to include more people; Understand how African Americans and women gained the right to vote</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Parts of Speech-</b> sort vocabulary into parts of speech- IRB 291 <b>Metaphors-</b> use the word <i>platform</i> as a basis for political platform (statement of a party's stance) and <i>plank</i> (position on an issue)- IRB 293 <b>Distinguish between Similar Words-</b> in a two-column chart list freedoms (civil liberties) and equality and citizenship rights (civil rights)- IRB 295 <b>Identify Facts and Details-</b> use graphic organizer to list facts and details- page 40 <b>Ask Questions-</b> use the <i>Who, What, Why, When</i> questions as they read to determine supporting facts and details- IRB 291 <b>Word Analysis-</b> distinguish between abbreviations that are pronounced as words (PAC, NATO) and those spelled out (USA, RSVP)- IRB 294 <b>Identify Point of View-</b> use information about the writer of an editorial to aid in determining the point of view- page 51, IRB 296</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Judge Relevance of Information-</b> use a group of sentences (some relevant and others not) about a mayoral election to sort out relevant information- IRB 291 <b>Recognize the Cartoonist's Point of View-</b> examine several political cartoons for topic and cartoonist's opinion of the subject (use captions, title, action)- IRB 293</p> <p><b>HOME LEARNING:</b> <b>Research It-</b> students use local government websites to answer questions about the government, and possible roles they might play- page 41, IRB 292 <b>Recognize Cause-Effect Relationships-</b> students list events from a typical day in their lives using a chart for cause and effect relationships – IRB 295</p>	<p><b>BELL RINGER:</b> 1.4- discuss the structure of the state and local governments- IRB 291 1.5- ask students to name political parties they have heard of and their role in elections- IRB 293 1.6- ask students to list basic rights and freedoms and those that are protected by the Bill of Rights- IRB 295</p> <p><b>VOCABULARY:</b> 1.4- contradict, recall, reserved, direct initiative, referendum, relevant information 1.5- influence, platform, interest group, synthesize 1.6-provision, seize, civil liberty, civil right, disenfranchise, suffrage</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>Synthesize Ideas from Multiple Sources-</b> students interview three or four other students to learn their opinion on the role of political parties in the US today, synthesizing opinions and drawing conclusions-IRB 294 <b>Real World Connection-</b> students write essays on rights that they exercise on a regular basis, exchange with partner and identify the point of view and supporting information –page 49, IRB 296 <b>Write to Learn-</b> pages 40, 46, 51</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> compare governments at the three basic levels with duties and powers (IRB 292); getting the joke behind symbols (donkey and elephant as party symbols) (page 45, IRB 294); discuss how a chart makes information in the text easier to understand (page 50, IRB 296)</p> <p><b>Extension Activity:</b> collect and display information on the history of the local government (IRB 292); investigate and develop a logical argument on a recent news issue from opposing viewpoints (IRB 294); investigate a document (e.g. Declaration of Sentiments) and summarize to present to the class (IRB 296)</p> <p><b>EXIT SLIP:</b> <b>Think About Social Studies:</b> pages 39, 41, 46, 51</p>
<p><b>CCR STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.2, CCRA.R.3, CCRA.R.6, CCRA.R.8, CCRA.R.9, CCRA.R.10</p>	<p><b>TABE CORRELATION TO TEXT:</b> Recall Information- Details Construct Meaning- Main Idea; Cause and Effect Evaluate and Extend Meaning- Author's Purpose</p>	<p><b>EVALUATION/ASSESSMENT:</b> In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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<p><b>TEXT(S):</b> COMMON CORE BASICS, SOCIAL STUDIES</p> <p><b>TEXT CHAPTER:</b> CHAPTER 1 (pages 54-71)</p> <p><b>TOPIC:</b> US GOVERNMENT AND CIVICS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level D Workbook, pages 143-158, 185-200</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 73-76, 81-88</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, pages 30-35, 150-155, 158-163, 166-191</i></p> <p><i>Reading Basics, Intermediate 2 Reader, pages 19-25, 103-128</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lessons 11, 19</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 13</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 6, 9, 16</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 4.4-4.6, 5.1, 5.2</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 4.1, 4.4, 6.1</i></p>	<p><b>WEEK 3</b></p> <p><b>CHAPTER TITLE:</b> 1- US GOVERNMENT AND CIVICS</p> <p><b>LESSON(S) TITLE:</b> 1.7- <i>The US Role in Global Society</i>; 1.8- <i>Contemporary Public Policy</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 1.7- Understand the opportunities and challenges facing the United States in the global society; Consider the impact of the spread of US culture around the world; Recognize that US businesses, as well as nonprofit organizations, reach beyond US borders 1.8- Define contemporary public policy; Identify examples of public policy; Describe how public policy is made</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Word Parts-</b> look at prefixes (first syllables) in vocabulary to help with meaning- IRB 297 <b>Make Predictions-</b> combine prior knowledge with what is read to predict using an local election as an example – IRB 297 <b>Echo Reading-</b> read second paragraph on page 54 and have students copy fluency and expression- page 54, IRB 298 <b>Create a Glossary-</b> with definition and examples of vocabulary- IRB 299 <b>Draw Conclusions-</b> use an online article to demonstrate how information supports conclusions and might be prior knowledge- page 62, IRB 300 <b>Repeated Reading-</b> read aloud several paragraphs (page 60) then have students read aloud in pairs mimicking the inflection and pauses- page 60, IRB 299</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Interpret Graphics-</b>use well-known photographs and discuss the impact they had at the time they were taken and how students feel looking at them now- IRB 297 <b>Evaluate Reasoning-</b> use a two-column table to compare arguments, and separate opinions and facts, with a public policy position as an example- page 63, IRB 300</p> <p><b>HOME LEARNING:</b> <b>Real-World Connection-</b> use a three-column chart (labeled public policy, type of policy, effect on me) to list public policies that student typically comes in contact with during a normal day, page 61, IRB 300 <b>Essay Writing Practice:</b> pages 70-71</p>	<p><b>BELL RINGER:</b> 1.7- students provide examples of the spread of American culture and business around the world (music, TV, fast food) and ways that life in the US has changed because of the nation’s involvement in other cultures (cultural restaurants, products produced in other countries) IRB 297 1.8- discuss the meaning of <i>public policy</i> and how it affects American life- IRB299</p> <p><b>VOCABULARY:</b> 1.7- dialogue, transact, fair trade, foreign aid, global society, nonprofit organization, prediction 1.8- accountable, bias, contemporary, implement, log, domestic, issues, public policy</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>Research It-</b> compare viewpoints in two or three articles on a current event, determining authors’ viewpoints and possible causes of these differences- page 55, IRB 298 <b>Evaluate Public Policy-</b> students research the issue of raising the minimum wage, and conducting a class vote-page 63, IRB 300 <b>Write to Learn-</b> pages 57, 63</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> review the lesson using major headings to help recall information (IRB 298); rewrite header as a declarative sentence that states the main idea of the text following the header (IRB 300) <b>Extension Activity:</b> small groups develop an idea for how a nonprofit organization can address an issue that they are passionate about, researching how the group’s actions would impact the targeted problems (IRB 298); use class-selected public policy as a basis for a debate (pro/con) with research for data to support each position-(IRB 300)</p> <p><b>EXIT SLIP:</b> <b>Think About Social Studies:</b> pages 55, 61, 62, 63 <b>Chapter Review:</b> pages 66-69</p>
<p><b>CCR STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.1, CCRA.R.2, CCRA.R.7, CCRA.R.8, CCRA.R.10</p>	<p><b>TABE CORRELATION TO TEXT:</b> Construct Meaning- Draw Conclusions; Compare and Contrast Evaluate and Extend Meaning-Fact and Opinion; Predict Outcomes</p>	<p><b>EVALUATION/ASSESSMENT:</b> In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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<p><b>TEXT(S):</b> COMMON CORE BASICS, SOCIAL STUDIES</p> <p><b>TEXT CHAPTER:</b> CHAPTER 2 (pages 72-107)</p> <p><b>TOPIC:</b> US HISTORY: REVOLUTIONARY WAR THROUGH THE DEPRESSION</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level D Workbook, pages 159-174, 201-220</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 77-80</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, pages 38-43, 46-51, 92, 118-123, 142-147</i></p> <p><i>Reading Basics, Intermediate 2 Reader, pages 26-41, 93-102</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 9</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lesson 5</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 9</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 20-22, 25</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 4.2, 4.3, 5.6</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 6.5-6.7, 7.3</i></p>	<p><b>WEEK 4</b></p> <p><b>CHAPTER TITLE:</b> 2- US HISTORY: REVOLUTIONARY WAR THROUGH THE DEPRESSION</p> <p><b>LESSON(S) TITLE:</b> 2.1-Early Democratic Traditions; 2.2- Revolution and a New Nation; 2.3- The Civil War and Reconstruction; 2.4- The Progressive Era, World War I, and the Depression</p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>2.1- Identify the documents that shaped US democratic traditions; Explain the idea of social contract; Summarize the provisions of the Articles of Confederation</p> <p>2.2- Understand how and why the Constitution was developed; Recognize how the new nation grew geographically and economically</p> <p>2.3- Identify the events and issues that led to the Civil War; Understand the advantages and disadvantages of the North and the South during the Civil War; Recognize how Reconstruction affected the South and the lives of newly freed African Americans</p> <p>2.4- Understand the economic and social issues of the Progressive Era; Evaluate the impact of World War I on the United States; Identify the results of FDR’s New Deal</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b></p> <p><b>Relate Vocabulary</b> to representative government- IRB 301</p> <p><b>Summarize Ideas</b>- write short summary of an episode of a favorite TV show- IRB 301</p> <p><b>Word Maps</b>- one for cause and one for effect for each vocabulary word- IRB 303</p> <p><b>Understand Cause and Effect</b>- use flash cards or flowchart to show relationship between a cause and its effect- page 80, IRB 303, 304</p> <p><b>Word Sort</b>- use a two-column chart to list vocabulary as nouns or verbs- IRB 305</p> <p><b>Suffix –ive</b> means “relating or belonging to, having the ability to” and changes the meaning or part of speech when added to a word- IRB 307</p> <p><b>Interpret Graphics</b>- identify historical context of photos or political cartoons-IRB 307</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Analyze Events and Ideas</b>-determine if a recent issue relating to the relationship between a government and its citizens (e.g. taxation) is a good example of a social contract- IRB 301</p> <p><b>Analyze Point of View</b>- in a primary source from just before the Civil War- IRB 306</p> <p><b>HOME LEARNING:</b></p> <p><b>Recognize Persuasive Language</b>- analyze ads (in print or digital) identifying ways in which they try to persuade viewers and language used to do it- IRB 305</p> <p><b>Research It</b>- use a reliable source to research a person from a list on page 96</p> <p><b>Essay Writing Practice:</b> pages 106-107</p>	<p><b>BELL RINGER:</b></p> <p>2.1- explain the meaning of <i>social contract</i> and ask for examples-IRB 301</p> <p>2.2- list what the students know about the conditions in the US when it first formed (13 colonies, north was industrialized) IRB 303</p> <p>2.3- use two concept webs (the North, the South) to list issues (states’ rights, development of industry, slavery)- IRB 305</p> <p>2.4- display images of immigrants, factory workers and city life around the turn of the century (1900’s) and discuss difficulties and conditions facing city-dwellers- IRB 307</p> <p><b>VOCABULARY:</b></p> <p>2.1- assembly, declaration, peer, charter, legislature, representative government, summarize</p> <p>2.2-annex, expansion, revolution, sectional, Constitution, federal, independence, cause, effect</p> <p>2.3- secede, surrender, territory, abolitionist, poll tax, Reconstruction, context, point of view</p> <p>2.4- irony, progressive, reforms, social , muckrakers, identify</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>Timeline</b> of events from 1760 to 1860 with year-by-year details-IRB 304</p> <p><b>Develop a Venn diagram</b> to compare and contrast conditions during the Great Depression and the past 10 years, then write essays – page 98, IRB 308</p> <p><b>Create a Political Cartoon</b> about a current event- page 96, IRB 308</p> <p><b>Write to Learn</b>- pages 75, 82, 90, 95</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL Instruction:</b> promote interactive learning by pairing fluent speakers with English language learners (IRB 302); explore the meaning of the word <i>compromise</i> in personal lives (IRB 304); use of a form of the verb <i>do</i> in questions-(IRB 306); students retell the events of a lesson using notes they took as a selection was read (IRB 308)</p> <p><b>Extension Activity:</b> students synthesize what they learned about documents that influenced the Constitution (IRB 302); turn a persuasive writing into a speech with logical and emotional arguments supporting their position (IRB 306); students formulate an opinion about the positive or negative aspects of the early 1900’s (IRB 308)</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Social Studies:</b> pages 76, 81, 82, 88, 90, 91, 96, 98</p> <p><b>Chapter Review:</b> pages 102-105</p>
<p><b>CCR STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.2, CCRA.R.3, CCRA.R.6, CCRA.R.7, CCRA.R.10</p>	<p><b>TABE CORRELATION TO TEXT:</b></p> <p>Construct Meaning- Summary and Paraphrase; Cause and Effect</p> <p>Evaluate and Extend Meaning- Author’s Effect and Intention; Author’s Purpose</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> COMMON CORE BASICS, SOCIAL STUDIES</p> <p><b>TEXT CHAPTER:</b> CHAPTER 3 (pages 108-131 )</p> <p><b>TOPIC:</b> US HISTORY: WORLD WAR II THROUGH MODERN TIMES</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level D Workbook, pages 67-74, 89-92, 151-166, 209-212</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 34-39, 73-80, 89-93</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, pages 30-35, 46-51, 78-83, 118-123, 162</i></p> <p><i>Reading Basics, Intermediate 2 Reader, pages 19-25, 34-49, 93-102</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lessons 6, 16</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lesson 7</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lessons 4, 9</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 4, 5, 8, 9, 14, 15, 20, 22</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 1.1, 3.2, 4.3, 4.6, 5.6</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 3.4, 3.5, 4.3, 4.4, 5.5, 5.6, 6.5, 6.7</i></p>	<p><b>WEEK 5</b></p> <p><b>CHAPTER TITLE:</b> 3-US HISTORY: WORLD WAR II THROUGH MODERN TIMES</p> <p><b>LESSON(S) TITLE:</b> 3.1- <i>World War II, the Cold War, and the 1950's</i>; 3.2- <i>Protest and Politics</i>; 3.3- <i>US Foreign Policy in the Modern Era</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 3.1- Recognize the causes and consequences of World War II; Understand US strategies in the Cold War; Analyze the effects of World War II on the cultural and social changes of the 1950s 3.2- Understand the domestic policies of Presidents Kennedy and Johnson; Identify key events and leaders of the civil rights movement; Recognize the changes in society that resulted from the civil rights movement; Understand the effects of the civil rights movement on other minority groups 3.3- Understand how communism affected foreign policy of the second half of the twentieth century; Analyze the different strategies used toward the Soviet Union; Evaluate the impact of the Vietnam War on US foreign policy</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Connect to Life Experience-</b> use the word <i>denounce</i> to list things they have denounced- IRB 309 <b>Identify Implications-</b> use two sample sentences to isolate implications rather than explicit meanings- IRB 309 <b>Semantic Map-</b> create a word web around the term <i>civil rights movement</i>- IRB 311 <b>Relate Ideas Within a Text-</b> examine sentences for cause-and-effect relationship and a series of events, identifying words indicating relationships- IRB 311 <b>Flash Cards-</b> with vocabulary and definitions to use to quiz each other- IRB 313 <b>Read charts-</b> create a three-column chart (labeled event, US, Soviet Union) to list events from the lesson with the date of the event listed under the country associated with the event- page 126, IRB 313, 314 <b>Draw Conclusions-</b> make a cause-effect chart showing what was likely to have happened if the Soviets had launched missiles from Cuba- page 126, IRB 314</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Interpret Graphics-</b>use a well-known photo (<i>Flag Raising on Iwo Jima</i>) to interpret its message and why it is considered powerful- IRB 309; students chart a ten-day weather forecast on a line graph and find trends shown- IRB 313</p> <p><b>HOME LEARNING:</b> <b>Technology Connection-</b> compare the Nixon-Kennedy debates with recent political debates, look for what has changed or is the same- page 119, IRB 311</p>	<p><b>BELL RINGER:</b> 3.1- students list reasons why the US joined England and France in WWII- IRB 309 3.2- Use the lyrics of a protest song from the 1960s or 1970s and ask what they know about the protests and politics of this period (IRB 311) 3.3- have students name events that occurred during the second half of the twentieth century- IRB 313</p> <p><b>VOCABULARY:</b> 3.1- containment, denounce, rationing, isolationist, suburbs, implication, persuade 3.2- demonstration, discrimination, segregation, unanimous, boycott, civil rights movement, relationship 3.3- administration, repression, succeed, brinkmanship, détente, chart, trend</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>Research It-</b> one person or event from the 1937-1945 period (IRB 310); have pairs of students research Dr. ML King and how he would respond to current US life- (page 120, IRB 312) <b>Develop a timeline</b> of events from 1950 to 2000 (IRB 313) <b>Write to Learn-</b> pages 114, 122, 127, 129</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> practice pronunciation of vocabulary words (IRB 310); have students tell about one of the people discussed in the lesson using the correct past tense form of the verbs (IRB 312); review signal words that show time order or sequence and use to write sentences with the information from the time line (IRB 314) <b>Extension Activity:</b> compare and contrast maps of Europe at the end of World War II and today (IRB 310); working in groups of three or four, students choose a country and identify a major civil protest that became a part of that country's history, then prepare a display showing the cause-effect relationship of the protest (IRB 312); compare and contrast several presidents from the lesson focusing on foreign policy (IRB 314)</p> <p><b>EXIT SLIP:</b> <b>Think About Social Studies:</b> pages 113, 114, 121, 127, 129</p>
<p><b>CCR STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.2, CCRA.R.3, CCRA.R.4, CCRA.R.7, CCRA.R.10</p>	<p><b>TABE CORRELATION TO TEXT:</b> Interpret Graphic Information Recall Information- Sequence Construct Meaning- Draw Conclusions; Cause and Effect Evaluate and Extend Meaning- author's Effect and Intention</p>	<p><b>EVALUATION/ASSESSMENT:</b> In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> COMMON CORE BASICS, SOCIAL STUDIES</p> <p><b>TEXT CHAPTER:</b> CHAPTER 3 (pages 132-149 )</p> <p><b>TOPIC:</b> US HISTORY: WORLD WAR II THROUGH MODERN TIMES</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level D Workbook, pages 19-44, 201-220</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 5-18, 89-93</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, pages 29, 36, 44, 52, 69, 93, 116, 118-123, 140, 142-147, 156, 165</i></p> <p><i>Reading Basics, Intermediate 2 Reader, pages 93-102</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 13</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 13</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 2, 3, 7, 10, 18, 20, 22, 24</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level D, Reading, Unit 2; Lesson5.6</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 3.2, 3.3, 4.2, 5.1, 5.4, 6.3, 6.5, 6.7, 7.2</i></p>	<p><b>WEEK 6</b></p> <p><b>CHAPTER TITLE:</b> 3-US HISTORY: WORLD WAR II THROUGH MODERN TIMES</p> <p><b>LESSON(S) TITLE:</b> 3.4- <i>Societal Changes</i>; 3.5- <i>The United States in the Twenty-First Century</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 3.4- Identify US domestic issues from the 1970s through the 2000s; Understand the issues and events important to the early environmental movement; Learn about the technological revolution 3.5- Understand the impact of the economic decline in the first decade of the twenty-first century; Summarize the effects of terrorism on US foreign policy; Recognize the economic and environmental challenges facing the nation</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Word Bench-</b> divide words into syllables, underling the common parts- IRB 315 <b>Get Meaning from Context-</b> write a word (e.g. ubiquitous)on the board, then use it in a statement that provides context, asking for a student to explain what the word means, compare this to a dictionary definition- IRB 315 <b>Clarify Meaning-</b> of the section on page 133 by identifying the main idea and supporting details, comparing their notes with other students IRB 315 <b>Latin Roots-</b> use the Latin root <i>stimu</i> meaning “goad or cattle prod” to define the word (<i>stimulus</i>) and similar words (<i>stimulant, stimulate, stimulation</i>)- IRB 317 <b>Identify Author’s Bias-</b> identify unsubstantiated assumptions or opinions from a sample text and conclude the author’s bias- page 139, IRB 317, 318</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Interpret Graphics-</b> working in pairs students locate an editorial or political cartoon about a topical issue (e. g. alternative energy) then determine similarities and differences in the cartoons- IRB 315</p> <p><b>HOME LEARNING:</b> <b>Real World Connection-</b> students record their memories of the events covered in the text (9/11, removing of troops from Iraq)- page 139, IRB 318 <b>Essay Writing Practice:</b> pages 148-149</p>	<p><b>BELL RINGER:</b> 3.4- brainstorm economic and environmental challenges facing the US today, identifying those that might have been a challenge in the past- IRB 315 3.5- ask the students what they believe is the most important event involving the US during the twenty-first century- IRB 317</p> <p><b>VOCABULARY:</b> 3.4- conserve, technology, conservative, emissions, liberal, definition, example 3.5- accountability, surge, economic stimulus, insurgent, bias</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>Research It-</b> students use online and print sources to learn more about alternative energy, writing a short essay on the topic- page 135, IRB 316 <b>Draw a cause-effect</b> concept web with September 11, 2001 in the center and brainstorm on the effects- IRB 317 <b>Write to Learn-</b> pages 134, 140</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> students make vocabulary notes while working through the lesson (IRB 316); generate questions form the statements in the text on page 141 (IRB 318) <b>Extension Activity:</b> students research a scandal that involved a US president, drawing conclusions and citing evidence to support the conclusions (IRB 316); working in groups students investigate an issue on foreign policy (page 141) making observations about government actions and the responses of others, then drawing conclusions about the government’s handling of the issue to date (IRB 318)</p> <p><b>EXIT SLIP:</b> <b>Think About Social Studies:</b> pages 135, 141 <b>Chapter Review:</b> pages 144-147</p>
<p><b>CCR STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.4, CCRA.R.6, CCRA.R.10</p>	<p><b>TABE CORRELATION TO TEXT:</b> Words in Context Evaluate and Extend Meaning- Author’s Effect and Intention; Author’s Purpose</p>	<p><b>EVALUATION/ASSESSMENT:</b> In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> COMMON CORE BASICS, SOCIAL STUDIES</p> <p><b>TEXT CHAPTER:</b> CHAPTER 4 (pages 150-181)</p> <p><b>TOPIC:</b> WORLD HISTORY AND POLITICAL SYSTEMS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level D Workbook, pages 135-150, 185-192, 201-208, 213-220</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 64-76, 81-84, 89-93</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, pages 62-67, 118-123, 142-147, 150-155</i></p> <p><i>Reading Basics, Intermediate 2 Reader, pages 93-110</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lessons 3, 19</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lessons 4, 5, 10</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lessons 13, 14</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 1, 6, 20, 22</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 4.1, 4.4, 4.5, 5.2, 5.6</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 3.1, 4.1, 6.5, 6.7</i></p>	<p><b>WEEK 7</b></p> <p><b>CHAPTER TITLE:</b> 4-WORLD HISTORY AND POLITICAL SYSTEMS</p> <p><b>LESSON(S) TITLE:</b> 4.1- <i>Political Theories and Systems in World History</i>; 4.2- <i>International Organizations</i>; 4.3- <i>International Relations</i>; 4.4- <i>The World in the Twenty-First Century</i></p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>4.1- Understand the functions of government; Identify the types of government; Describe the US political process</p> <p>4.2- Identify types of international organizations; Understand the history and role of the United Nations; Recognize the importance of economic and military organizations</p> <p>4.3- Identify the role of the president in foreign affairs; Understand the responsibilities of the State Department; Describe the role of Congress in foreign affairs</p> <p>4.4- Explain the new global culture and economy; Determine the effects of recent wars on the world; Evaluate the results of terrorist attacks</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b></p> <p><b>Predict Meanings-</b> use prior knowledge to predict a possible meaning for each word- IRB 319</p> <p><b>Understand the Author’s Purpose-</b> ask students to give examples of the purposes for writing (to inform, to entertain, to persuade)- IRB 319</p> <p><b>Reread/ Read More Slowly-</b>use a chart to list main ideas and details from a selection, reading slowly to help with comprehension- IRB 319</p> <p><b>Identify Correct Usage-</b> using sentences with the vocabulary (used both correctly and incorrectly), students judge the sentences for correctness- IRB 321</p> <p><b>Make Comparisons-</b> identify two objects in the room and write sentences comparing them; compare two articles on the same topic- IRB 323</p> <p><b>Predict Outcomes-</b> use the heading to write three predictions (logical guesses) about an article, then find information that does or does not confirm them- page 172</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Determine Central Ideas-</b> of photos and editorial cartoons by the choice of subject matter and point of view- page 154, IRB 319, 320</p> <p><b>HOME LEARNING:</b></p> <p><b>Real World Connection-</b> students report on cultural exchanges that others might participate in (forms of social networking)- IRB 324</p> <p><b>Technology Connection- Make Contacts-</b> students provide examples of how new forms of communication affect how people deal with others worldwide-IRB326</p> <p><b>Essay Writing Practice:</b> pages 180-181</p>	<p><b>BELL RINGER:</b></p> <p>4.1- ask students to list types of governments and details about them-IRB 319</p> <p>4.2- recall facts about the League of Nations and the UN- IRB 321</p> <p>4.3- discuss reasons why events in other countries are important to Americans- IRB 323</p> <p>4.4-students identify all the countries impacted by a specific problem or issue (war, natural disaster, recession, pollution)- IRB325</p> <p><b>VOCABULARY:</b></p> <p>4.1- administer, escalate, institution, democracy, dictatorship, government, monarchy, oligarchy, purpose</p> <p>4.2- alliance, establish, obtain, diplomatic, foreign policy, ratify, supporting details</p> <p>4.3- authorization, implement, negotiate, executive agreement, quota, treaty, alike, different</p> <p>4.4- fossil fuels, global culture, ethnic cleansing, terrorism, judge, outcome</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>Display Terms-</b> students work together to make posters for each vocabulary term with pronunciation, definition, roots and example sentence-IRB 323</p> <p><b>Evaluate Evidence-</b> conduct an internet search on a topic related to globalization, listing or making screen captures of search results, and choosing those that would be relevant to causes rather than effects of globalization- IRB 325, page 171</p> <p><b>Write to Learn-</b> pages 153, 160, 165, 172</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL Instruction:</b> make real world connections to the system of government in the students’ home countries (IRB 320); develop predictive conditional sentences with present tense in the subordinate clause and a modal with verb in the main clause (IRB 322); rephrase lesson instructions (page 171, IRB 326)</p> <p><b>Extension Activity:</b> compare the government of another country to the US (IRB 320); formulate arguments pro and con US membership in the UN (IRB 322); students investigate a foreign policy issue from the point of view of each country involved (IRB324); research a global issue and identify international organizations that are active in dealing with the issue (IRB 326)</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Social Studies:</b> pages 155, 160, 161, 166, 167, 171</p> <p><b>Chapter Review:</b> pages 176-179</p>
<p><b>CCR STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.1, CCRA.R.2, CCRA.R.3, CCRA.R.6, CCRA.R.8, CCRA.R.10</p>	<p><b>TABE CORRELATION TO TEXT:</b> Construct Meaning- Compare and Contrast; Main Idea Evaluate and Extend Meaning- Predict Outcomes; Author’s Purpose</p>	<p><b>EVALUATION/ASSESSMENT:</b> In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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<p><b>TEXT(S):</b> COMMON CORE BASICS, SOCIAL STUDIES</p> <p><b>TEXT CHAPTER:</b> CHAPTER 5 (pages 182-201 )</p> <p><b>TOPIC:</b> ECONOMIC FOUNDATIONS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level D Workbook, pages 59-66, 89-92, 135-142, 175-178</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 24-33, 64-72, 77-80</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, pages 14-19, 62-67, 110-115, 154, 162</i></p> <p><i>Reading Basics, Intermediate 2 Reader, pages 1-9, 78-84</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 13</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lessons 5, 12</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 5</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 1, 6</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 1.1, 3.1, 4.1, 4.7</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 3.1, 4.1</i></p>	<p><b>WEEK 8</b></p> <p><b>CHAPTER TITLE:</b> 5- ECONOMIC FOUNDATIONS</p> <p><b>LESSON(S) TITLE:</b> 5.1- <i>Basic Economic Concepts</i>; 5.2- <i>The Role of the Market</i>; 5.3- <i>The Role of Government</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 5.1- Explain how scarcity requires people to make economic choices; Recognize that economic choices have costs; Analyze a production possibilities curve 5.2- Explain <i>demand</i> and understand a demand curve; Explain <i>supply</i> and understand a supply curve; Analyze a market-equilibrium graph for a product 5.3- Describe how the role of government in the economy has expanded over time; Explain the roles of government in the economy; Understand how tax revenues pay for government programs</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Word Map-</b> write definition and two sentences for each word- IRB 327 <b>Parts of Speech-</b> vocabulary words <i>demand, market</i> and <i>supply</i> can be used as either a noun or a verb- use them in sentences both ways- IRB 329 <b>Write Sentences-</b>using one or more of the vocabulary words- IRB 331 <b>Recognize Supporting Details-</b> use a web diagram to list the main idea and supporting details of the “Choices Involve Costs” section of text- page 186, IRB 328 <b>Understand Implied Main Idea-</b> use several newspaper editorials with implied main ideas to practice using details to identify the implied main idea- IRB 329 <b>Analyze Information-</b> read a blog post and determine if the information provided does thoroughly and logically support the author’s opinion- IRB 331</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Interpret Graphics-</b> use the table on page 185 to write a paragraph, with the heading as the main idea and data as the details- IRB 328 <b>Phonemic Awareness-</b> pronunciation of words with <i>sc-</i> and the rule that the vowel following the <i>c</i> influences the pronunciation as <i>/s/</i> or <i>/sk/-</i> IRB 327 <b>Make Inferences-</b> means making an “educated guess” and often involves considering multiple perspectives on an issue- page 194, IRB 330</p> <p><b>HOME LEARNING:</b> <b>21<sup>st</sup> Century Skill-</b> students write about an item they wanted to purchase but didn’t because of cost and the influence of perceived value on the decision- page 191</p>	<p><b>BELL RINGER:</b> 5.1- write the word <i>economics</i> on the board and ask students what words or concepts they associate with it- IRB 327 5.2- ask students to think of the cost of electronics (computers, phones) and how much they cost now compared to a few years ago, and the availability options now and a year ago- IRB 329 5.3- recall recent news items about the government’s role in the economy- IRB 331</p> <p><b>VOCABULARY:</b> 5.1- scarcity, factor of production, opportunity cost, production possibilities curve, table 5.2- demand, market, money, supply, market equilibrium, implied main idea 5.3- recession, tax, limited government, public goods, transfer payment, analyze, faulty logic</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>21<sup>st</sup> Century Skill-</b> Life and Career Skills- students develop a budget that includes a certain amount for savings- page 186, IRB 328 <b>Evaluate Reasoning-</b> write an essay about a public good that the government provides, using evidence and logical reasoning to support the idea- page 199 <b>Write to Learn-</b> pages 187, 193, 197</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> practice word stress with the endings <i>-tion</i> and <i>-ity</i> (IRB 328); students work in pairs to explain graphs and tables in lesson to each other (IRB 330); proofread by reading aloud or reading the next day (IRB 332) <b>Extension Activity:</b> students apply economic concepts to a scenario in their lives with a production – possibilities table (opportunity costs of time spent exercising versus studying)- (IRB 328); students argue the issue of government price controls from both sides citing evidence from both economic and social perspectives (IRB 330); students formulate a plan relating to taxes with a logical argument to support the proposal (IRB 332)</p> <p><b>EXIT SLIP:</b> <b>Think About Social Studies:</b> pages 186, 191, 193, 198</p>
<p><b>CCR STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.1, CCRA.R.2, CCRA.R.3, CCRA.R.7, CCRA.R.8, CCRA.R.10</p>	<p><b>TABE CORRELATION TO TEXT:</b> Interpret Graphic Information Recall Information- Details Construct Meaning- Main Idea; Supporting Evidence</p>	<p><b>EVALUATION/ASSESSMENT:</b> In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>



SOCIAL STUDIES ABE PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> COMMON CORE BASICS, SOCIAL STUDIES</p> <p><b>TEXT CHAPTER:</b> CHAPTER 5 (pages 202-217)</p> <p><b>TOPIC:</b> ECONOMIC FOUNDATIONS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level D Workbook, pages 20-44, 135-142, 193-200</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 5-18, 64-72, 81-88</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, pages 29, 62-67, 69, 93, 140, 165-171, 173</i></p> <p><i>Reading Basics, Intermediate 2 Reader, pages 120-128</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 7</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lessons 12, 19</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 1, 6, 7, 10, 13, 18, 24</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success, Level D, Reading, Unit 2; Lessons 4.1, 5.1</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 3.1-3.3, 4.1, 4.2, 5.1, 5.4, 6.3, 7.2</i></p>	<p><b>WEEK 9</b></p> <p><b>CHAPTER TITLE:</b> 5- ECONOMIC FOUNDATIONS</p> <p><b>LESSON(S) TITLE:</b> 5.4- Money and Financial Institutions; 5.5- Monopoly and Competition; 5.6- Profit</p> <p><b>TEXT LESSON OBJECTIVES:</b> 5.4- Identify the functions of money and types of money; Recognize the components of the US money supply; Describe the role of banks and other financial institutions in the US economy; Explain how the US government regulates the banking system 5.5- Compare the features of monopoly and competition; Understand how demand affects the price of goods and services 5.6- Understand the factors influencing profit; Explain the role of incentive in profit</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Ask Questions-</b> play the game 20 questions to guess the vocabulary word- IRB 333 <b>Greek Prefixes-</b> <i>mon-</i> and <i>mono-</i> mean "one, alone or single"- list other words with these prefixes- IRB 335 <b>Vocabulary in Use-</b> read aloud the vocabulary word and give its definition, asking students to write a sentence with the word in a three-minute time frame- IRB 337 <b>Distinguish Fact from Opinion-</b> use newspaper or magazine articles and two different color highlighters to identify facts and opinions- IRB 333 <b>Set a Purpose for Reading-</b> helps a reader process and recall what is read, e.g. look for the main differences between banks and credit unions- page 204, IRB334 <b>Determine Central Idea-</b> using the title and topic sentence as clues- page 209, 215</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Evaluate Evidence-</b> using an incomplete outline of a persuasive essay students fill in facts and details that support the argument- IRB 333 <b>Interpret the Meaning of Words and Phrases-</b> use surrounding context to help figure out the meaning of a phrase- page 210, IRB 335, 336 <b>Interpret Meaning of a Text</b> using the structure, headings, bullet points, cause-effect – IRB 337</p> <p><b>HOME LEARNING:</b> <b>Workplace Connection- Find a Temp Agency</b> list the questions one might ask when searching for a temp agency for which to work- page 336</p>	<p><b>BELL RINGER:</b> 5.4- ask students to recall news items they have heard or read that were about financial institutions- IRB 333 5.5- ask students to list what they know about a monopoly – IRB 335 5.6- discuss profit and how it plays into all aspects of production- IRB 337</p> <p><b>VOCABULARY:</b> 5.4- credit union, money supply, savings institution, commercial bank, Federal Reserve System, fiat money, adequate 5.5- competition, demand, innovation, monopoly, barrier to entry, market structure, multiple-meaning word 5.6- incentive, interpret, morale, productivity, profit, capital, text structure</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>21<sup>st</sup> Century Skill: Global Awareness;</b> search online for current exchange rates, comparing different currencies with the base currency-IRB 333 <b>Categorize Factors of Production</b> in a chosen type of business that must be controlled in order for the business to make a profit- IRB 338 <b>Write to Learn-</b>pages 205, 211, 215</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> read a paragraph aloud, rewording as needed so that students can write a one sentence summary (IRB334); pairs of students take turns reading aloud a selection (IRB 336); <b>Extension Activity:</b> investigate ways that economists measure US money supply (e.g. M2 and M3 include savings, stocks, bond, retirement accounts)- (IRB 334); make observations and summarize data about monopolies (e.g. John D Rockefeller, Sherman Antitrust Act)- (IRB 336);</p> <p><b>EXIT SLIP:</b> <b>Think About Social Studies:</b> pages 203, 210, 211, 216</p>
<p><b>CCR STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.2, CCRA.R.5, CCRA.R.8, CCRA.R.10</p>	<p><b>TABE CORRELATION TO TEXT:</b> Words in Context Construct Meaning- Main Idea Evaluate and Extend- Fact and Opinion</p>	<p><b>EVALUATION/ASSESSMENT:</b> In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> COMMON CORE BASICS, SOCIAL STUDIES</p> <p><b>TEXT CHAPTER:</b> CHAPTER 5 (pages 218-241)</p> <p><b>TOPIC:</b> ECONOMIC FOUNDATIONS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level D Workbook, pages 20-44, 89-92, 105-108</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 5-18, 44-48, 55-58</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, pages 20, 29, 37, 60, 69, 92-99, 112, 140, 156, 165, 172-173, 181</i></p> <p><i>Reading Basics, Intermediate 2 Reader, pages 59-67</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lessons 12, 17</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 2, 3, 7, 10, 13, 18, 24</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success, Level D, Reading, Unit 2; Lessons 1.1, 1.3</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 3.2, 3.3, 4.2, 5.1, 5.4, 6.3, 7.2</i></p>	<p><b>WEEK 10</b></p> <p><b>CHAPTER TITLE:</b> 5- ECONOMIC FOUNDATIONS</p> <p><b>LESSON(S) TITLE:</b> 5.7- <i>Productivity and Interdependence</i>; 5.8- <i>Fiscal and Monetary Policy</i>; 5.9- <i>Credit, Savings, and Banking</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 5.7- Define <i>productivity</i> as an economic concept; Explain economic interdependence; Describe the relationship between productivity and interdependence 5.8- Define <i>fiscal policy</i>; Define <i>monetary policy</i>; Explain how fiscal and monetary policies help manage the economy 5.9- Describe how to use a bank; Recognize the importance of saving; Explain the concept of credit and credit scores</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Compound Words</b>-reversing the word parts is a way to understand compound words (e.g. <i>input</i> and <i>output</i>)- IRB 339 <b>Write Sentences</b>-work in pairs to write sentences for vocabulary- IRB 341 <b>Base Words-account</b> is a base word in two vocabulary words (<i>checking account</i> and <i>savings account</i>), relate terms to personal lives- IRB 343 <b>Interpret Words and Phrases in Text</b>- use a combination of techniques to determine meanings for unknown words &amp; phrases- definition, context, substitution- IRB339 <b>Interpret Graphics</b>- identify a variety of graphics and the types of information displayed in each- IRB 341</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Interpret Meaning</b> by examining the suffix <i>-ly</i> (means how or how often) added to nouns and adjectives- IRB 339; using rhetorical questions- IRB 343 <b>Alphabetic- Analogies</b>- develop analogies for economic terms- IRB 341</p> <p><b>HOME LEARNING:</b> <b>Conduct Research Projects</b>- about the American Recovery and Reinvestment Act using online search engines, organizing information, and presentation skills-IRB 341 <b>Integrate Visual Information</b>- record in a table non-necessary items purchased for a week, then examine the total that might have been used as savings-page 231 <b>Essay Writing Practice:</b> pages 240-241</p>	<p><b>BELL RINGER:</b> 5.7- ask students for knowledge of productivity and interdependence- IRB 339 5.8- recall how fiscal policy is used to control the economy- IRB 341 5.9-ask what it means when someone is said to be “good with money”- IRB 343</p> <p><b>VOCABULARY:</b> 5.7- efficiently, input, output, division of labor, interdependence, productivity, specialization, interpret 5.8- circulation, expenditures, interest rate, revenue, fiscal policy, monetary policy, national debt, inflation 5.9-deposit, withdraw, checking account, credit score, savings account, financial planning</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>Research It</b>- students follow the production of a product, including where materials and labor went into the production- page 220, IRB 340 <b>Workplace Connection</b>- understand your paycheck- review the various deductions from a paycheck and how those funds are used- page 227 <b>Write to Learn</b>-pages 220, 227, 233</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> translate terms into the students’ first language (IRB 340); practice difficult words by marking syllable breaks (IRB 342); practice topical phrases that might be used in a bank (IRB 344) <b>Extension Activity:</b> investigate the economic interdependence of the parts and labor in the manufacturing process (IRB 340); draw conclusions about tax increases such as the federal cigarette tax increase in 2009 (IRB 342); compare loan interest rates from local banks and credit unions (IRB 344)</p> <p><b>EXIT SLIP:</b> <b>Think About Social Studies:</b> pages 220, 226, 232 <b>Chapter Review:</b> pages 236-239</p>
<p><b>CCR STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.4, CCRA.R.5, CCRA.R.7, CCRA.R.10</p>	<p><b>TABE CORRELATION TO TEXT:</b> Interpret Graphic Information- Reference Sources Words in Context</p>	<p><b>EVALUATION/ASSESSMENT:</b> In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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<p><b>TEXT(S):</b> COMMON CORE BASICS, SOCIAL STUDIES</p> <p><b>TEXT CHAPTER:</b> CHAPTER 6 (pages 242-267)</p> <p><b>TOPIC:</b> ECONOMIC EVENTS IN HISTORY</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level D Workbook, pages 67-83, 135-142, 151-166, 201-208</i></p> <p><i>Achieving TABE Success in Reading, Level D Reader, pages 34-43, 64-80, 89-93</i></p> <p><i>Reading Basics, Intermediate 2 Workbook, pages 22-27, 30-35, 46-51, 62-67, 78-83, 142-147</i></p> <p><i>Reading Basics, Intermediate 2 Reader, pages 10-25, 34-49</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lessons 9, 11</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lesson 5</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 5</i></p> <p><i>Workplace Skills, Reading for Information, Lessons 1, 4-6, 8, 9, 14-16, 20, 22</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success, Level D, Reading, Lessons 3.1, 3.2, 4.1, 4.3, 4.6, 5.6</i></p> <p><i>Workforce Connects, Reading for Information, Lessons 3.1, 3.4, 3.5, 4.1, 4.3, 4.4, 5.5, 5.6, 6.1, 6.5, 6.7</i></p>	<p><b>WEEK 11</b></p> <p><b>CHAPTER TITLE:</b> 6- ECONOMIC EVENTS IN HISTORY</p> <p><b>LESSON(S) TITLE:</b> 6.1- <i>Major Economic Events</i>; 6.2- <i>Industrialization and Imperialism</i>; 6.3- <i>Scientific and Industrial Revolutions</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 6.1- Identify the parts of the business cycle; Describe the Great Depression; Explain Keynesian economics 6.2- Understand why the United States became industrialized; Learn about the positive and negative aspects of industrialism and imperialism; Understand the motives behind imperialism 6.3- Describe the Scientific and Industrial Revolutions; Describe the Digital and Transportation Revolutions; Identify the current impact of these revolutions</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Multiple-Meaning Words</b>-use the topic of the selection to determine the correct meaning for multiple meaning words- IRB 345 <b>Denotation and Connotation</b>-denotation is the actual meaning of the word while connotation might be subjective (e. g. <i>monopoly</i>) - IRB 347 <b>Word Usage</b>- compare the periods of time defined by the terms <i>era, period, eon</i>- IRB 349 <b>Infer</b>- use personal experience and the knowledge gained from the text to infer what happens in a selection- IRB 345 <b>Understand the Main Idea</b>- in illustrations and photos- (IRB 347) <b>Sequence Events</b>- using a timeline to organize events- page 257, IRB 350 <b>Understand Author’s Purpose</b>- by using features used by author (header, boldfacing important words, referring to familiar events)- IRB 349</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Integrate Content Presented in Different Ways</b>-use several methods for presenting information (text, image video, song) to demonstrate differing details- IRB 345 <b>Analyze Events and Ideas</b>- values of people as presented in news stories- IRB347; relationships in cause-effect – page 258, IRB 350</p> <p><b>HOME LEARNING:</b> <b>21<sup>st</sup> Century Skill- Understand Current Events</b> from the viewpoint of a resident of a territory controlled by the US, and present to class- IRB 348, page 253 <b>Essay Writing Practice:</b> pages 266-267</p>	<p><b>BELL RINGER:</b> 6.1- discuss how students would meet their financial obligations if they lost their jobs and were not immediately able to find a new job- IRB 345 6.2-students identify ways that new technologies have changed how we live- IRB 347 6.3-ask students to define the term <i>revolution</i> and name revolutions in various area of life (such as in music, history, clothing)- IRB 349</p> <p><b>VOCABULARY:</b> 6.1- contraction, depression, expansion, peak, recession, trough, business cycle, Great Depression, gross domestic product (GDP) 6.2- corollary, monopoly, imperialism, industrialization, main idea 6.3- era, fundamental, revolution, theory, Digital Revolution, Industrial Revolution, Scientific Revolution, Transportation Revolution, analyze</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>Research It</b>- understand history by comparing unemployment rates for various times in history beginning with the Great Depression- page 247 <b>Workplace Connection- Compare Tasks</b>- compare how people wrote reports a hundred ago compared to now- page 258, IRB 350 <b>Write to Learn</b>-pages 247, 253, 259</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> understand idioms from the lesson (boom and bust, GDP) by labeling with equivalent terms in language of origin (IRB 346); develop word families including those from various parts of speech (IRB 348); recall and list key revolutions from the lesson (IRB 350) <b>Extension Activity:</b> develop a logical argument for the adoption in 1935 of Social Security, from both sides (pro and con)- (IRB 346); develop a logical argument on a topic such as “The US should annex Mexico” (IRB 348); hypothesize about the future including possible revolutions (IRB 350)</p> <p><b>EXIT SLIP:</b> <b>Think About Social Studies:</b> pages 245, 252, 259 <b>Chapter Review:</b> pages 262-265</p>
<p><b>CCR STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.1, CCRA.R.2, CCRA.R.3, CCRA.R.9, CCRA.R.10</p>	<p><b>TABE CORRELATION TO TEXT:</b> Recall Information- Stated Concepts; Sequence Construct Meaning- Main Idea; Cause and Effect; Draw Conclusions Evaluate and Extend Meaning- Author’s Purpose</p>	<p><b>EVALUATION/ASSESSMENT:</b> In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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<p><b>TEXT(S):</b> COMMON CORE BASICS, SOCIAL STUDIES</p> <p><b>TEXT CHAPTER:</b> CHAPTER 7 (pages 268-283)</p> <p><b>TOPIC:</b> ECONOMICS IN THE TWENTY-FIRST CENTURY</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level D Workbook, pages 20-44, 89-92, 143-166, 185-192, 209-212</i> <i>Achieving TABE Success in Reading, Level D Reader, pages 73-84, 89-93</i> <i>Reading Basics, Intermediate 2 Workbook, pages 29-35, 46-51, 69, 93, 118-123, 150-155, 158-163, 165</i> <i>Reading Basics, Intermediate 2 Reader, pages 19-25, 34-41, 93-119</i> <i>Words to Learn By- Building Academic Vocabulary, Lesson 19</i> <i>Words to Learn By- Expanding Academic Vocabulary, Lesson 11</i> <i>Workplace Skills, Reading for Information, Lessons 2, 3, 6, 7, 9, 10, 13, 16, 18, 20, 22, 24</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level D, Reading, Unit 2; Lessons 1.1, 4.3-4.6, 5.2, 5.6</i> <i>Workforce Connects, Reading for Information, Lessons 3.2, 3.3, 4.1, 4.2, 4.4, 5.1, 5.4, 6.1, 6.3, 6.5, 6.7, 7.2</i></p>	<p><b>WEEK 12</b></p> <p><b>CHAPTER TITLE:</b> 7- ECONOMICS IN THE TWENTY-FIRST CENTURY</p> <p><b>LESSON(S) TITLE:</b> 7.1- <i>National Economic Performance</i>; 7.2- <i>Global Markets</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 7.1- Compare and contrast the main types of unemployment; Describe how inflation and deflation affect the economy; Explain how an economy grows 7.2- Explain the main components of economic globalization; Identify institutions that support globalization; Recognize the potential benefits and costs of globalization</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Word Families</b>-build the relations between the vocabulary terms <i>inflation</i> and <i>deflation</i> and the verbs <i>inflate</i> and <i>deflate</i>- IRB 351 <b>Word Map</b>-build word maps for each vocabulary word with the definition and two phrases using the word- IRB 353 <b>Use Context Clues to Understand Meaning</b>-by finding clues in a definition, synonym, antonym or example- IRB 351 <b>Recognize Unstated Assumptions</b>-use copies of an article or political cartoon containing unstated assumptions and ask students to isolate ideas that have not been supported with facts-IRB 353 <b>Make Connections</b>- relate how the table and text interrelate- page 275, IRB 353</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Analyze Events and Ideas</b>-use cause-effect and predicting possible consequences to analyze an event- page 271, IRB 351 <b>Interpret Graphics</b>-study political cartoons by determining the topic of the cartoon, what the characters represent, the message conveyed in the title/ caption/ words/ symbols, the author’s implication on the subject- IRB 276</p> <p><b>HOME LEARNING:</b> <b>Abbreviations</b>- students research the names of organization and terms often used in texts (World Trade Organization- WTO)- page 274, 275, IRB 354 <b>Essay Writing Practice:</b> pages 282-283</p>	<p><b>BELL RINGER:</b> 7.1-brainstorm terms the students have heard used when talking about the US’s economy, listing them in a two-column chart under <i>Healthy</i> and <i>Unhealthy</i> (unemployment, home prices, recession, etc.)- IRB 351 7.2- list global economic activities including international companies, trade, tourism, stock markets- IRB 353</p> <p><b>VOCABULARY:</b> 7.1- deflation, inflation, business cycle, full employment, meaning 7.2- globalization, stabilize, foreign direct investment, assumption</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>21<sup>st</sup> Century Skill- Global Awareness</b>-from the standpoint that interdependence reaches beyond national borders, write an essay on how changes in the US economy might affect the economies of countries that the US trades with- page 271 <b>Write to Learn</b>-pages 272, 275</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> differentiate between similar words that look similar but have different meanings (economic-economical; historic- historical)-(IRB 352); Spanish word cognates that are in this lesson are <i>globalization/globalizacion, integrated/integrado, interdependent/interdependiente</i> (IRB 354) <b>Extension Activity:</b> interpret markets via an “economic press conference” with one group acting as economists and the other as the journalists- topic should be current economic events (IRB 352); investigate the activities of an international organization concerned with economic activity drawing conclusions and summarizing information (IRB 354)</p> <p><b>EXIT SLIP:</b> <b>Think About Social Studies:</b> pages 271, 276 <b>Chapter Review:</b> pages 278-281</p>
<p><b>CCR STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.3, CCRA.R.4, CCRA.R.7, CCRA.R.8, CCRA.R.10</p>	<p><b>TABE CORRELATION TO TEXT:</b> Interpret Graphic Information Words in Context Construct Meaning- Compare and Contrast; Cause and Effect; Draw Conclusions Evaluate and Extend Meaning- Predict Outcomes; Author’s Effect and Intention</p>	<p><b>EVALUATION/ASSESSMENT:</b> In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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<p><b>TEXT(S):</b> COMMON CORE BASICS, SOCIAL STUDIES</p> <p><b>TEXT CHAPTER:</b> CHAPTER 8 (pages 284-303)</p> <p><b>TOPIC:</b> GEOGRAPHY AND PEOPLE</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level D Workbook, pages 59-66, 89-96, 135-150</i> <i>Achieving TABE Success in Reading, Level D Reader, pages 24-33, 64-76</i> <i>Reading Basics, Intermediate 2 Workbook, pages 14-19, 62-67, 150-155</i> <i>Reading Basics, Intermediate 2 Reader, pages 1-9, 103-110</i> <i>Words to Learn By- Building Academic Vocabulary, Lesson 19</i> <i>Words to Learn By- Expanding Academic Vocabulary, Lesson 8</i> <i>Words to Learn By- Advancing Academic Vocabulary, Lessons 6, 15, 16</i> <i>Workplace Skills, Reading for Information, Lessons 1, 6</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success, Level D, Reading, Lessons 1.1, 3.1, 4.1, 4.4, 4.5</i> <i>Workforce Connects, Reading for Information, Lessons 3.1, 4.1</i></p>	<p><b>WEEK 13</b></p> <p><b>CHAPTER TITLE:</b> 8- GEOGRAPHY AND PEOPLE</p> <p><b>LESSON(S) TITLE:</b> 8.1- <i>Physical and Cultural Landscapes</i>; 8.2- <i>Physical Systems</i>; 8.3- <i>Human Systems</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 8.1- Recognize how people change Earth’s physical geography; Understand how Earth’s physical geography can change the way people live; Understand that people either adapt to their environment or move to an area with a more suitable environment 8.2- Understand that natural resources are distributed and utilized in various ways; Recognize the many ecosystems on Earth; Consider weather and climate systems 8.3- Understand what is meant by the study of demography; Recognize that population growth, migration, and settlement patterns tell a great deal about how humans interact with their environment; Explain the general trend toward urban growth in the United States</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Write Sentences</b>-write three sentences that use all seven vocabulary terms- IRB 355 <b>Real-World Connections</b>- identify key vocabulary by making connections to news stories- IRB 357 <b>Word Maps</b>- with words related to the vocabulary- IRB 359 <b>Use a Map Key</b>- examine two maps (pages 286, 288) comparing the keys- page 287 <b>Use Maps, Graphs, Charts</b>- compare a map to a graph or chart that shows similar or related data- IRB 357 <b>Find Details</b>- draw a concept map of a paragraph with the main idea in the middle and details around it – IRB 359 <b>Cross-Disciplinary Words</b>- words used in other subject areas may help in understanding them in the social studies context (<i>cultural diffusion</i>)- IRB 360</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Interpret Graphics</b>-use an atlas to find a map of local area showing annual precipitation and compare to another state- page 288 <b>Integrate Content Presented in Different Ways</b>- use a population density map with political boundaries to determine factors leading to the population distribution- IRB 358 <b>Analyze Events and Ideas</b>- compare ideas from class to everyday life- page 300</p> <p><b>HOME LEARNING:</b> <b>Research It- Discover Change</b>- locate historical photographs of the same locations from different periods and document changes and possible causes- page 287</p>	<p><b>BELL RINGER:</b> 8.1- students describe their physical surroundings, including how people have affected the local geography and the geography affects their lives- IRB 355 8.2- have students write sentences explaining some of the differences between <i>weather</i> and <i>climate</i>- IRB 357 8.3- ask students to suggest ways that global warming might affect the environment</p> <p><b>VOCABULARY:</b> 8.1- adapt, climate, environment, drought, irrigation system, peninsula, convey 8.2- ecosystem, region, global warming, greenhouse effect, natural resource, data 8.3- migration, population, demography, fertility rate, mortality rate, describe</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>Technology Connection- Mapping Data</b>- research the Geographic Information System (GIS) and its use for planning for emergencies and for establishing building codes- page 293 <b>Research It- Display Data</b>- create a graph or chart to display census data for a specific location- page 301 <b>Write to Learn</b>-pages 289, 295, 299</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> develop a semantic map of vocabulary dividing into those with positive and negative connotations (IRB 356); explain the difference between count (<i>student, students</i>) and noncount (<i>weather, air</i>) nouns and the words “<i>number of</i>” and “<i>fewer</i>” are used with count nouns, while “<i>amount of</i>” and “<i>less</i>” are used with noncount nouns (IRB358); when to use and not use the article <i>the</i> (IRB 360) <b>Extension Activity:</b> develop a presentation of the geographical history of a specific location including maps and photos (IRB 356); investigate physical systems through online resources and interviewing an organization or person who is an expert in the area (IRB358); identify patterns of growth and decline in population over the past century (IRB 360)</p> <p><b>EXIT SLIP:</b> <b>Think About Social Studies:</b> pages 288, 289, 294, 299</p>
<p><b>CCR STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.2, CCRA.R.7, CCRA.R.9, CCRA.R.10</p>	<p><b>TABE CORRELATION TO TEXT:</b> Interpret Graphic Information Recall Information- Details Construct Meaning- Compare and Contrast; Main Idea</p>	<p><b>EVALUATION/ASSESSMENT:</b> In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

SOCIAL STUDIES ABE PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> COMMON CORE BASICS, SOCIAL STUDIES</p> <p><b>TEXT CHAPTER:</b> CHAPTER 8 (pages 304-325)</p> <p><b>TOPIC:</b> GEOGRAPHY AND PEOPLE</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level D Workbook, pages 105-108, 175-178, 193-208</i> <i>Achieving TABE Success in Reading, Level D Reader, pages 44-58, 77-93</i> <i>Reading Basics, Intermediate 2 Workbook, pages 94-99, 94-99, 110-115, 142-147, 166-191</i> <i>Reading Basics, Intermediate 2 Reader, pages 59-67, 78-84, 120-128</i> <i>Words to Learn By- Building Academic Vocabulary, Lessons 5, 19</i> <i>Words to Learn By- Expanding Academic Vocabulary, Lessons 6, 9, 13</i> <i>Words to Learn By- Advancing Academic Vocabulary, Lesson 11</i> <i>Workplace Skills, Reading for Information, Lessons 16, 20, 22</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success, Level D, Reading, Lessons 1.3, 4.7, 5.1, 5.6</i> <i>Workforce Connects, Reading for Information, Lessons 6.1, 6.5, 6.7</i></p>	<p><b>WEEK 14</b></p> <p><b>CHAPTER TITLE:</b> 8- GEOGRAPHY AND PEOPLE</p> <p><b>LESSON(S) TITLE:</b> 8.4- <i>Nationhood and Statehood</i>; 8.5- <i>Sustainability</i>; 8.6- <i>Natural and Cultural Diversity</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 8.4- Compare boundaries and borders; Explain why borders often follow natural features; Discuss how cooperation and conflict influence the division of Earth’s surface 8.5- Discuss the effects of population growth and economic development; Explain carrying capacity and global warming; Define sustainability and give examples of sustainable development 8.6- Discuss the diversity of physical geography; Discuss the diversity of human geography; Explain how landforms affect human settlement</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Differentiating Similar Terms-</b> the terms <i>boundaries</i> and <i>borders</i> are similar and often used interchangeably, need to pay special attention to the definitions- IRB 361 <b>Predict Meaning-</b> predict why a country might be labeled “developing country” or “developed country” – IRB 363 <b>Acting Out a Term-</b> have students form 2 groups, one that is dense- IRB 365 <b>Analyze Author’s Purpose-</b> use two or three online texts (a blog post, a news article, and an opinion piece) to find clues about the author’s purpose- IRB 362 <b>Draw Evidence from Text-</b> gather facts about the quantity of material recycled including the percentage used in manufacturing of new products- quantitative facts- page 312, IRB 364 <b>Infer-</b> how geographic features influence where people live- page 316, IRB 366</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Analyze Ideas-</b> presented by local sustainability projects (funding, how run)-IRB 363 <b>Suffixes-</b> create nouns by adding the suffix <i>-ity</i> to adjectives ending in <i>-able</i>- IRB 364 <b>Evaluate Evidence-</b> in three advertisements (TV, radio, Web, or print) determining the facts and accuracy- IRB 366 <b>Etymology-</b> is a word’s history (geography means “Earth description”)- find the etymology of vocabulary words- IRB 365</p> <p><b>HOME LEARNING:</b> <b>Critique Commitment-</b> of school’s or community’s to green living (reduce, reuse, recycle)-IRB 364 <b>Essay Writing Practice:</b> pages 324-325</p>	<p><b>BELL RINGER:</b> 8.4- ask students to name as many cities, towns and counties in the area as they can, and how they know they are in a particular one- IRB 361 8.5- Challenge students to envision various survival scenarios for a community or business if all forms of supplies and services were stopped (sustainability)- IRB 363 8.6- write diversity on the board and ask for synonyms and examples- IRB 365</p> <p><b>VOCABULARY:</b> 8.4- boundaries, conflict, cooperation, treaty, geometric borders, physical boundaries, political boundaries, compare 8.5- climate change, deplete, developed countries, developing countries, greenhouse effect, carrying capacity, sustainability, global warming 8.6- climate, culture, diversity, landforms, place, cultural trait, population density, multicultural</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>Conduct Research Projects-</b> follow the steps for a research project (<i>research, organize information, present information</i>) to research the reason for the location of state borders- IRB 362, 363, page 306 <b>Research It- Find the Facts-</b> analyze the population density of a state using a map- page 317 <b>Write to Learn-</b>pages 307, 311, 317</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> invite students to investigate the origins of the borders of their ancestral home countries (IRB 362); research country of origin’s involvement in sustainability (IRB 364); formulate declarative sentences expressing the main idea of lesson sections (IRB 366) <b>Extension Activity:</b> students work in pairs to redraw the states on the East coast of the US using straight lines (include markers for major cities) then draw conclusions about how the maps might change the politics in these states (IRB 362); class argues both sides of settlement in their community (Write to Learn- page 317)- (IRB 366)</p> <p><b>EXIT SLIP:</b> <b>Think About Social Studies:</b> pages 306, 311, 316 <b>Chapter Review:</b> pages 320-323</p>
<p><b>CCR STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.1, CCRA.R.2, CCRA.R.3, CCRA.R.6, CCRA.R.8, CCRA.R.9, CCRA.R.10</p>	<p><b>TABE CORRELATION TO TEXT:</b> Interpret Graphic Information- Reference Sources Construct Meaning- Supporting Evidence Evaluate and Extend Meaning- Fact and Opinion; Author’s Purpose</p>	<p><b>EVALUATION/ASSESSMENT:</b> In each lesson: Vocabulary Review, Skill Review, Skill Practice Posttest- pages 326-342</p>

## COLLEGE AND CAREER READINESS READING STANDARDS (level D, 6-8)

**Reading Anchors (Levels A-E)**

**Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Anchor 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Anchor 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Anchor 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Anchor 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Anchor 6:** Assess how point of view or purpose shapes the content and style of a text.

**Anchor 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Anchor 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Anchor 9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Anchor 10:** Read and comprehend complex literary and informational texts independently and proficiently.

## TEXT &amp; DIGITAL MATERIALS LIST (with ISBN numbers)

Achieving TABE Success in Reading, Level D, Workbook (978-0-07-704461-9)

Achieving TABE Success in Reading, Level D, Reader (978-0-07-704465-7)

Common Core Basics: Social Studies Core Subject Module (978-0-07-657521-3)

Common Core Basics: Instructor Resource Binder (978-0-07-657523-7)

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