**Strands of MPIs developed by ACS BRES 6th grade teachers developed**  
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**GRADE 6**

**ELD STANDARD: The Language of Social Studies EXAMPLE TOPIC: Historical Figures**

**CONNECTION: 6.H.2** Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups. **6.H.2.4** Explain the role that key historical figures and cultural groups had in transforming society

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will research a historical figure and create a written and oral presentation.

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency **EXPLAIN** and **EVALUATE** how historical persons and events impact our world and culture. | | | | | | |
| **DOMAIN: Writing/Speaking/Reading** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Along with teacher, peer, and family support, students will research information about an important person from their culture. Using Google Translate and L1, students will complete a graphic organizer using the 5 W’s. Using the same supports, student s will create a PowerPoint with five slides including one image and one word illustrating the 5 W’s. Students will present to the class. | Along with teacher, peer, and family support, students will research information about an important person from their culture. Using Google Translate and L1, students will complete a graphic organizer using the 5 W’s. Using the same supports, students will create a PowerPoint with five slides including one image and one phrase illustrating the 5 W’s. Students will present to the class. | Along with teacher, peer, and family support as needed, students will research information about an important person of their choice. Using Google Translate and L1 as needed, students will complete a graphic organizer using the 5 W’s, including at least one supporting detail for each. Using the same supports, students will create a PowerPoint with five slides including one image and at least two simple sentences illustrating the 5 W’s. Students will present to the class. | Along with teacher, peer, and family support as needed, students will research information about an important person of their choice. Students will use a teacher provided outline as a guide for their research. Using the same supports, students will write at least one paragraph including the person’s major accomplishments and basic biographical facts. The paragraph will also include how the person displays one of the seven habits. (Stephen Covey) Students will read their paragraphs to the class using proper public speaking skills. | Along with teacher, peer, and family support as needed, students will research information about an important person of their choice. Students will use a teacher provided outline as a guide for their research. Using the same supports, students will write at least three paragraphs including the person’s major accomplishments and basic biographical facts. Paragraphs will also include how the person displays at least two of the seven habits. (Stephen Covey) Students will memorize their paragraphs in order to give a speech to the class using proper public speaking skills. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: accomplishment, impact, historical, culture, character traits (7 Habits), biography | | | | | | |