

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

ALGEBRA I WORKSHOP

School Westfield High School
Department..... Mathematics
Length of Course..... Full year
Grade Levels9, 10
Prerequisite Enrollment in Algebra I
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The Algebra I Workshop course is designed to provide extra support for students taking Algebra I. The Workshop curriculum is closely aligned with that of the Algebra I course, in which students strengthen their understanding of basic algebraic concepts and acquire both skills and the conceptual foundation needed for advanced mathematics. They learn to use symbolic reasoning, equations and functions to represent, analyze and interpret situations and apply algebraic reasoning to solve problems. In addition, they become more adept at communicating mathematically and justifying their thinking. In the Workshop course, there is increased opportunity for in-depth exploration and reinforcement of new concepts as well as strengthening of fundamental mathematics skills. The small-group setting of the class enables students to receive targeted instruction on key algebraic concepts along with on-going practice of basic skills. Close collaboration of Algebra I and Algebra I Workshop teachers ensures that individual needs are identified and addressed.

The Workshop is intended for students who benefit from individualized instruction, frequent feedback from teachers and peers, and a methodical and hands-on approach to learning mathematics. Placement is based on performance in previous math courses and teacher recommendation.

II. OBJECTIVES

This curriculum fulfills Westfield Board of Education expectations for student achievement. Course objectives are aligned with the New Jersey Student Learning Standards for Mathematics, English Language Arts, Science, Technology, and 21st Century Life and Careers.

Students:

- A. Demonstrate an understanding of and apply properties of operations, real numbers, equations and inequalities

NJ Student Learning Standards for Mathematics N.RN, N.Q, A.SSE

NJ Student Learning Standards for Science P5

NJ Student Learning Standards for Technology 8.1

- B. Write, solve and graph linear equations, inequalities and systems and justify the process used

NJ Student Learning Standards for Mathematics A.CED, A.REI

NJ Student Learning Standards for Science P5, P6

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for 21st Century Life and Careers 9.1

- C. Interpret, analyze and build functions

NJ Student Learning Standards for Mathematics F.IF, F.BF

NJ Student Learning Standards for Science P2, P5

NJ Student Learning Standards for Technology 8.1

- D. Model and solve real-world and mathematical problems using linear, quadratic and exponential functions

NJ Student Learning Standards for Mathematics N.Q, A.SSE, A.CED, F.BF, F.LQE

NJ Student Learning Standards for Science P2, P5, P6

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for 21st Century Life and Careers 9.1

- E. Simplify expressions involving radicals and rational exponents

NJ Student Learning Standards for Mathematics N.RN, A.SSE

NJ Student Learning Standards for Science P5

- F. Add, subtract, multiply and factor polynomials

NJ Student Learning Standards for Mathematics A.SSE, A.APR

NJ Student Learning Standards for Science P5

- G. Graph and identify characteristics of linear, quadratic and exponential functions

NJ Student Learning Standards for Mathematics A.APR, F.IF

NJ Student Learning Standards for Science P2, P5

NJ Student Learning Standards for Technology 8.1

- H. Solve quadratic, exponential, radical and rational equations

NJ Student Learning Standards for Mathematics A.SSE, A.REI

NJ Student Learning Standards for Science P5

NJ Student Learning Standards for Technology 8.1

- I. Perform operations on rational expressions

NJ Student Learning Standards for Mathematics A.APR

NJ Student Learning standards for Science P5

J. Represent, describe and interpret data

NJ Student Learning Standards for Mathematics S.ID

NJ Student Learning Standards for English Language Arts A.R7, A.W1, A.SL2, A.SL4, A.SL5

NJ Student Learning Standards for Science P2, P3, P4, P5, P6, P7

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for 21st Century Life and Careers 9.1

K. Develop practices and dispositions that lead to mathematical proficiency.

NJ Student Learning Standards for Mathematics SMP1 - SMP8

NJ Student Learning Standards for English Language Arts A.R10, A.W1, A.SL3, A.SL4

NJ Student Learning Standards for Science P1 - P8

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for 21st Century Life and Careers 9.1

III. CONTENT, SCOPE AND SEQUENCE

The importance of mathematics in the development of all civilizations and cultures and its relevance to students' success regardless of career path is addressed throughout the secondary mathematics program. Emphasis is placed on the development of critical thinking and problem solving skills, particularly through the use of everyday contexts and real-world applications. (See Appendix VI for pacing)

A. Linear equations and inequalities

1. Solutions to linear equations and inequalities in one variable
2. Justification of the solution process
3. Use of rewritten formulas
4. Graphs of linear equations and inequalities in two variables
5. Equations in standard form, slope-intercept form, and point-slope form
6. Equations of parallel and perpendicular lines
7. Use of linear equations and inequalities to model and solve real-world and mathematical problems

B. Linear systems

1. Solutions to systems of linear equations found algebraically
2. Solutions to systems of linear equations and inequalities found graphically
3. Use of systems of equations and inequalities to model and solve real-world and mathematical problems

C. Functions

1. Function terminology (domain/input, range/output) and notation
2. Multiple representations (algebraic, graphical, numerical, verbal)
3. Functions to model relationships
4. Identification of relationships by analyzing graphs
5. Use of translations to build new functions from existing functions
6. Use of qualitative descriptors such as increasing/decreasing
7. Identification of linear, quadratic and exponential functions

D. Exponential functions

1. Properties of exponents to simplify expressions involving rational exponents
2. Exponential equations
3. Use of exponential functions to model and solve problems, such as exponential growth and decay

- E. Quadratic functions
 - 1. Operations with polynomials
 - 2. Factors of polynomials
 - 3. Graphs and characteristics of quadratic functions
 - 4. Methods for solving quadratic equations by inspection, taking square roots, factoring, completing the square, or the quadratic formula
 - 5. System of linear and quadratic equations solved algebraically and graphically
 - 6. Use of quadratic functions to model and solve problems
- F. Radical functions
 - 1. Radical simplification
 - 2. Operations with radical expressions
 - 3. Solutions for radical equations, with and without extraneous roots
 - 4. Solutions for simple radical equations
 - 5. Graphs of square root functions
- G. Rational expressions
 - 1. Rational expressions in different forms
 - 2. Operations with rational expressions
 - 3. Solutions for simple rational equations
- H. Descriptive statistics
 - 1. Univariate data
 - a. Representation of data with line plots, histograms and box plots
 - b. Use of median and mean to describe the center of a data set
 - c. Use of interquartile range to describe the spread of a data set
 - 2. Analysis of differences between two sets of data
 - 3. Bivariate data
 - a. Scatter plots
 - b. Line of best fit
 - c. Two-way tables
 - d. Use of slope and y-intercept to analyze and solve real-world problems
 - e. Description of possible associations between two variables

IV. INSTRUCTIONAL TECHNIQUES

A variety of instructional approaches is employed to engage all students in the learning process and accommodate differences in readiness levels, interests and learning styles. Targeted instruction is based on individual student needs as evidenced by performance in previous math courses, input from the current Algebra I teacher, and standardized test scores. Typical teaching techniques include, but are not limited to, the following:

- A. Teacher-directed whole group instruction and modeling of procedures
- B. Mini lessons or individualized instruction for reinforcement or re-teaching of concepts
- C. Guided investigations/explorations
- D. Modeling with manipulatives
- E. Flexible grouping
- F. Differentiated tasks
- G. Spiral review

- H. Independent practice
- I. Use of technology
- J. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Multiple techniques are employed to assess student understanding of mathematical concepts, skills, and thinking processes. These may include, but are not limited to, the following:

- A. Written assessments, including baseline and benchmark assessments
- B. Electronic data-gathering and tasks
- C. Informal daily assessment based on teacher observation and analysis of student work
- D. Formal assessment results reported by the Algebra I teacher
- E. Performance on New Jersey Student Learning Assessment – Algebra I

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support this curriculum:

- A. Opportunities to learn from and share ideas about teaching and learning mathematics with colleagues through meetings and peer observations, including collaborations between intermediate and high school teachers
- B. Collaboration with colleagues and department supervisor to discuss and reflect upon unit plans and assessment practices
- C. Planning time to develop and discuss the results of implementing differentiated lessons and incorporating technology to enhance student learning
- D. Attendance at workshops, conferences and courses that focus on relevant mathematics content, pedagogy, alternate assessment techniques or technology.

APPENDIX I

New Jersey Student Learning Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important—processes and proficiencies—with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

SMP1 – Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

SMP2 – Reason abstractly and quantitatively.

Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

SMP3 – Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

SMP4 – Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

SMP5 – Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge.

When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

SMP6 – Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

SMP7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

SMP8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

New Jersey Student Learning Standards for Mathematical Content

The Real Number System N-RN

- B. Use properties of rational and irrational numbers.
 - 3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Quantities N-Q

- A. Reason quantitatively and use units to solve problems.
 - 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
 - 2. Define appropriate quantities for the purpose of descriptive modeling.
 - 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Seeing Structure in Expression A-SSE

- A. Interpret the structure of expressions
 - 1. Interpret expressions that represent a quantity in terms of its context.
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P*
 - 2. Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.*
- B. Write expressions in equivalent forms to solve problems
 - 3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
 - a. Factor a quadratic expression to reveal the zeros of the function it defines.
 - b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
 - c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*

Arithmetic with Polynomials and Rational Expressions A-APR

- A. Perform arithmetic operations on polynomials
 - 1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

B. Understand the relationship between zeros and factors of polynomials

2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Creating Equations A-CED

A. Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

Reasoning with Equations and Inequalities A-REI

A. Understand solving equations as a process of reasoning and explain the reasoning

1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

B. Solve equations and inequalities in one variable

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
4. Solve quadratic equations in one variable.
 - a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
 - b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

C. Solve systems of equations

5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
- D. Represent and solve equations and inequalities graphically
10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
 11. Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
 12. Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Interpreting Functions F-IF

- A. Understand the concept of a function and use function notation
1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
 2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
 3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.*
- B. Interpret functions that arise in applications in terms of the context
4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
 5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
 6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
- C. Analyze functions using different representations
7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

- a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
 - b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
- a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

Building Functions F-BF

- A. Build a function that models a relationship between two quantities
1. Write a function that describes a relationship between two quantities.
 - a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
- B. Build new functions from existing functions
3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*

Linear, Quadratic, and Exponential Models F-LQE

- A. Construct and compare linear and exponential models and solve problems
1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
 - a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
 - b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
 - c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
 2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
 3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
- B. Interpret expressions for functions in terms of the situation they model
5. Interpret the parameters in a linear or exponential function in terms of a context.

Interpreting Categorical and Quantitative Data S-ID

A. Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

B. Summarize, represent, and interpret data on two categorical and quantitative variables

5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
 - a. Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.*
 - b. Informally assess the fit of a function by plotting and analyzing residuals, including with the use of technology.
 - c. Fit a linear function for a scatter plot that suggests a linear association.

C. Interpret linear models

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
8. Compute (using technology) and interpret the correlation coefficient of a linear fit.
9. Distinguish between correlation and causation.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX II

New Jersey Student Learning Standards for English Language Arts

Anchor Standards for Reading:

NJSLSA.R7 – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words.

NJSLSA.R10 – Read and comprehend complex literary and informational texts independently and proficiently.

Anchor Standard for Writing:

NJSLSA.W1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Anchor Standards for Speaking and Listening:

NJSLSA.SL1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4 – Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5 – Make strategic use of digital and visual displays of data to express information and enhance understanding of presentations.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX III

New Jersey Student Learning Standards for Science/Next Generation Science Standards: Science and Engineering Practices

Practice 1 – Asking questions and defining problems

Practice 2 – Developing and using models

Practice 3 – Planning and carrying out investigations

Practice 4 – Analyzing and interpreting data

Practice 5 – Using mathematics and computational thinking

Practice 6 – Constructing explanations and designing solutions

Practice 7 – Engaging in argument from evidence

Practice 8 – Obtaining, evaluating, and communicating information

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX IV

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX V

New Jersey Student Learning Standards for 21st Century Life and Careers

STANDARD 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX VI

Instructional Resources and Pacing Guides

Instructional resource for Algebra I Workshop: *Algebra I*, Randall, Charles et al, Pearson (2015).

This program includes hard copy and online resources in English and Spanish that include differentiation options for all students: those who are on-grade level and those who benefit from extra support and reinforcement, as well as students served by Special Services and the Gifted Education program.

Suggested pacing for Algebra I Workshop:

Title	# of teaching days
Foundations for Algebra	5
Solving Equations	9
Solving Inequalities	15
An Introduction to Functions	16
Linear Functions	10
Systems of Equations and Inequalities	9
Exponents and Exponential Functions	9
Polynomials and Factoring	16
Quadratic Functions and Equations	17
Radical Expressions and Equations	20
Rational Expressions and Functions	13
Data Analysis and Probability	6
Geometry Readiness Review	3

APPENDIX VII

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes

Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives

Provide hands-on learning activities

INSTRUCTIONAL STRATEGIES

Check work in progress

Provide immediate feedback

Provide extra drill/practice

Provide review sessions

Provide models

Highlight key words

Provide pictures/charts

Use mnemonics

Support auditory presentations with visuals

Have student restate information

Provide lecture notes/outline

Give oral reminders

Give visual reminders

Review directions

Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines

Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student

Provide test study guides

Limit multiple choice options

Provide extra time for projects

Pace long term projects

Simplify test wording

Provide hands-on projects

Allow extra response time

ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)

ACADEMICS

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

Frequently check for understanding

Graphic organizers

Tracker

Slant board

Access to accurate notes

Additional time to complete tasks/long-term projects with adjusted due dates

Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Group directions 1 step at a time

Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Extended time on assignments/assessments

Provide assessments in a small group setting

Provide buddy system

Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working

SCHOOL REFUSAL/ELEVATED ABSENTEEISM

Attendance plan

GIFTED AND TALENTED STUDENTS

CURRICULUM

Acceleration

Compacting

Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

ALGEBRA II WORKSHOP

School Westfield High School
Department Mathematics
Length of Course Full Year
Grade Level 10, 11, 12
Prerequisite Enrollment in Algebra II
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The Algebra II Workshop course is designed to provide extra support for students taking Algebra II. The Workshop curriculum is closely aligned with that of the Algebra II course, in which students extend their understanding of linear, exponential and quadratic functions, introduced in previous courses, to the study of polynomial, radical, rational and trigonometric functions. Mathematical modeling is used to represent real-world situations and solve problems. In the Workshop course, there is increased opportunity for in-depth exploration and reinforcement of new concepts as well as strengthening of fundamental algebraic skills. The small-group setting of the class enables students to receive targeted instruction on key algebraic concepts along with on-going practice of basic skills. Close collaboration of Algebra II and Algebra II Workshop teachers, ensures that individual needs are identified and addressed.

The Workshop is intended for students who benefit from individualized instruction, frequent feedback from teachers and peers, and a methodical and hands-on approach to learning mathematics. Placement is based on performance in Algebra I and Geometry, and teacher recommendation.

II. OBJECTIVES

This curriculum fulfills Westfield Board of Education expectations for student achievement. Course objectives are aligned with the New Jersey Student Learning Standards for Mathematics, English Language Arts, Science, Technology, and 21st Century Life and Careers.

Students:

A. Identify and use arithmetic and geometric sequences and series

NJ Student Learning Standards for Mathematics A-SSE, F-IF, F-BF, F-LE

NJ Student Learning Standards for Science P2, P5

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for 21st Century Life and Careers 9.1

B. Extend knowledge of numbers and operations to the complex number system

NJ Student Learning Standards for Mathematics N-CN

NJ Student Learning Standards for Science P5

C. Solve quadratic equations; graph and use quadratic functions to model and solve quadratic problems

NJ Student Learning Standards for Mathematics N-Q, N-CN, A-REI, F-BF, G-GPE, S-ID

NJ Student Learning Standards for Science P2, P5

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for 21st Century Life and Careers 9.1

D. Solve polynomial equations; graph and use polynomial functions to model and solve polynomial problems

NJ Student Learning Standards for Mathematics N-CN, A-SSE, A-APR, A-REI, F-IF, F-BF

NJ Student Learning Standards for Science P2, P5

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for 21st Century Life and Careers 9.1

E. Solve rational equations; graph and use rational functions to model and solve rational problems

NJ Student Learning Standards for Mathematics A-SSE, A-APR, A-CED, A-REI, F-IF, F-BF

NJ Student Learning Standards for Science P2, P5

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for 21st Century Life and Careers 9.1

F. Solve radical equations; graph and use radical functions to model and solve radical problems

NJ Student Learning Standards for Mathematics N-Q, N-RN, A-REI, F-IF, F-BF

NJ Student Learning Standards for Science P2, P5

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for 21st Century Life and Careers 9.1

G. Solve exponential and logarithmic equations; graph and use exponential and logarithmic functions to model and solve exponential and logarithmic problems

NJ Student Learning Standards for Mathematics N-Q, A-SSE, A-CED, A-REI, F-IF, F-BF, F-LE, S-ID

NJ Student Learning Standards for Science P2, P5

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for 21st Century Life and Careers 9.1

H. Graph and use trigonometric functions to model and solve trigonometric problems

NJ Student Learning Standards for Mathematics N-Q, F-IF, F-BF, F-TF

NJ Student Learning Standards for Science P2, P5

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for 21st Century Life and Careers 9.1

I. Use statistical reasoning and the rules of probability to solve problems

NJ Student Learning Standards for Mathematics S-ID, S-IC, S-CP
NJ Student Learning Standards for Science P2, P5
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1

J. Develop practices and dispositions that lead to mathematical proficiency.

NJ Student Learning Standards for Mathematics SMP1 - SMP8
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
NJ Student Learning Standards for Science P1 - P8
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1

III. **CONTENT, SCOPE AND SEQUENCE**

The importance of mathematics in the development of all civilizations and cultures and its relevance to students' success regardless of career path is addressed throughout the secondary mathematics program. Emphasis is placed on the development of critical thinking and problem-solving skills, particularly through the use of everyday contexts and real-world applications.

(See Appendix VI for pacing)

A. Review of foundational algebraic concepts

1. Linear equations, inequalities and systems
2. Functions
3. Exponential expressions and equations
4. Quadratic expressions and equations
5. Radical expressions and equations
6. Rational expressions

B. Recursively defined sequences

1. Formulas for recursive sequences
2. Sequences generated from recursive formulas
3. Relationship between recursive formulas of arithmetic sequences to explicit formulas and linear equations
4. Relationship between recursive formulas of geometric sequences to explicit equations and exponential growth and decay functions

C. Construction and transformation of functions

1. Function concepts
 - a. Identification of domain and range
 - b. Use of function notation
 - c. Operations on functions
 - d. Composite functions created algebraically and graphically
2. Graphs of functions
 - a. Parent graph of quadratic functions, highlighting intercepts and extrema
 - b. Parent graphs of cubic, square root, cube root, absolute value, step, and piecewise functions
 - c. Transformations of parent graphs created by dilations, reflections, and translations
 - d. Identification of intervals on which a function is increasing or decreasing

- e. Descriptions of any symmetries of a graph
 - f. Identification of even and odd functions from their graphs and/or their equations
 - g. End behavior of a graph
 - h. Equation of a function written given characteristics of its graph
3. Applications of functions
- a. Identification of appropriate domain given the context of a problem
 - b. Calculation and interpretation of the average rate of change of a function presented symbolically or as a table
 - c. Estimation of the average rate of change of a function from a graph
- D. Quadratic functions and complex numbers
1. The imaginary unit and the complex number system
 - a. Operations with complex numbers
 - b. Conjugates of complex numbers
 2. Solutions to quadratic equations
 - a. Solutions found over the real number system by factoring, the square root property, completing the square, and the quadratic formula
 - b. Solutions found over the complex number system by finding non-real solutions as conjugate pairs
 3. Graphs of quadratic functions
 - a. Connections between standard, factored, and vertex forms
 - b. Graphs and analysis of quadratic functions using the vertex, axis of symmetry, intercepts, and extremes
 4. Quadratic functions to model and solve mathematical and real-world problems (*e.g.*, projectile motion, optimization)
- E. Higher-order polynomial functions
1. The structure of polynomials
 - a. Definition of a polynomial and identification of examples and non-examples
 - b. Identification of the parts of a polynomial (*e.g.*, leading coefficient, term, constant)
 2. Polynomial operations (addition, subtraction, multiplication)
 3. Polynomials factoring
 - a. Factoring over the real number system
 - b. Factoring over the complex number system
 - c. Factoring special cases
 - d. Identification of zeros of polynomials
 4. The relationship between a polynomial equation and its graph
 - a. Use of zeroes and intercepts of a polynomial to sketch its graph
 - b. Analysis of a graph to identify key features (*e.g.*, zeroes, intercepts, intervals where it is increasing/decreasing, extreme values, local extrema, end behavior, degree)
 5. Polynomial division
 - a. Connection between division of polynomials to division of integers
 - b. Long division with polynomials
 - c. Synthetic division with polynomials
 - d. Remainder and Factor Theorems

6. The Fundamental Theorem of Algebra
 - a. Extension of the Fundamental Theorem of Algebra to polynomials of higher degree
 - b. Analysis to determine the number of real and complex roots
 7. Polynomial equations
 - a. Relationship between zeroes/roots and solutions
 - b. Use of the Rational Roots Theorem to identify possible rational zeroes
 - c. Solutions to a polynomial equation using a polynomial's graph, synthetic division and/or factoring to find all
 - d. Written polynomial functions that possess given roots/zeroes
 8. Polynomial inequalities
 - a. Solutions to quadratic and rational inequalities via interval testing
 - b. Analysis of the graph of a polynomial to determine the solution(s) of an inequality
- F. Exponential and logarithmic models
1. Exponential expressions
 - a. Simplification of expressions containing integer exponents
 - b. Simplification of expressions containing rational exponents
 2. Exponential functions
 - a. Sketch of exponential functions by transformations and evaluation of the effects on intercepts and end behavior
 - b. Relation between the domain and range of exponential functions to their graphs
 - c. Description of the intervals where the graph of the function is increasing or decreasing
 - d. Equation of an exponential function given characteristics of its graph
 - e. Use of the change of base formula to solve an exponential equation
 - f. Meaning of base e
 - g. Sketch of natural exponential functions by transformations and the study of the effect on intercepts and end behavior
 - h. Models and solutions to exponential growth, population growth, and compound and continuous interest problems
 3. Inverse relations and functions
 - a. Identification of inverse relations and inverse functions
 - b. Determination if a function is one-to-one
 - c. Inverse of a function
 4. Logarithmic functions
 - a. Definition of logarithms as the inverse of exponents
 - b. Conversion between exponential and logarithmic form
 - c. Use of properties of logarithms to expand and condense logarithmic expressions
 - d. Sketch of logarithmic functions by transformations and study the impact on intercepts and end behavior
 - e. Relation between the domain and range of logarithmic functions to their graphs
 - f. Description of the intervals where the graph of a function is increasing or decreasing
 - g. Solutions for logarithmic equations by condensing and equating arguments or converting to exponential form
 - h. Solutions for exponential equations by using logarithms
 5. Exponential and logarithmic functions to model and solve mathematical and real-world problems

G. Rational functions

1. Operations on rational expressions
 - a. Definition of rational expressions and identification of restrictions
 - b. Operations with rational expressions and express result in simplest form
 - c. Simplification of complex fractions
2. Rational equations and inequalities
 - a. Solutions of rational equations by using a least common denominator
 - b. Identification extraneous solutions
 - c. Solution of rational inequalities by analyzing values over certain intervals that are included and/or excluded in the solution
3. Graphs of rational functions
 - a. Definition of a rational function
 - b. Graphs of rational functions by highlighting key concepts (intercepts, intervals where the function is increasing/decreasing/positive/negative, relative maximums and minimums, symmetries, end behavior, periodicity)
 - c. Relationship between the domain of a rational function and its graph
4. Inverse of a rational function
5. Rational functions to model and solve mathematical and real-world problems

H. Trigonometric functions

1. Trigonometric ratios
 - a. Right triangle definitions for the sine, cosine and tangent
 - b. Positive angles in standard position, reference angles and quadrant location
 - c. Use of the unit circle to extend the definitions of the sine, cosine and tangent to any angle
 - d. New unit of angle measure, *radian*, in terms of arc length on the unit circle
2. Periodic behavior and trigonometric functions
 - a. Definition of periodic functions
 - b. Graph of parent functions of the sinusoidals $y = \cos x$ and $y = \sin x$
 - c. Application of knowledge of transformations to the graphs of trigonometric functions, studying the impact of period, amplitude, phase shift and midline
 - d. Sine and cosine equations based on periodic observances, graphs, or stated data
 - e. Use of trigonometric functions as mathematical models to make predictions and interpret real-world situations

I. Probability

1. Basic concepts
 - a. Application the Addition and Multiplication Rules
 - b. Use of probability to make fair decisions and analyze strategies
2. Conditional probability and independence
 - a. Independent events
 - b. Conditional probability
 - c. Construction, interpretation and use of two-way frequency tables
 - d. Relation between the concepts of conditional probability and independence to everyday situations

- J. Foundations of statistical analysis
 - 1. Univariate data
 - a. Calculation and interpretation of measures of center and spread
 - b. Graph of univariate data using histograms, box plots, dot plots and stem plots
 - 2. Data set to a normal distribution
 - a. Normal data sets to the standard normal curve
 - b. Use of tables and the calculator to determine standard z-scores and estimate percentile rank

IV. INSTRUCTIONAL TECHNIQUES

A variety of instructional approaches is employed to engage all students in the learning process and accommodate differences in readiness levels, interests and learning styles. Targeted instruction is based on individual student needs as evidenced by performance in previous math courses, input from the current Geometry teacher, and standardized test scores. Typical teaching techniques include, but are not limited to, the following:

- A. Teacher-directed whole group instruction and modeling of procedures
- B. Mini lessons or individualized instruction for reinforcement or re-teaching of concepts
- C. Guided investigations/explorations
- D. Modeling with manipulatives
- E. Flexible grouping
- F. Differentiated tasks
- G. Spiral review
- H. Independent practice
- I. Use of technology
- J. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Multiple techniques are employed to assess student understanding of mathematical concepts, skills, and thinking processes. These may include, but are not limited to, the following:

- A. Written assessments, including baseline and benchmark assessments
- B. Electronic data-gathering and tasks
- C. Informal daily assessment based on teacher observation and analysis of student work
- D. Formal assessment results reported by the Algebra II teacher
- E. Performance on New Jersey Student Learning Assessment – Algebra II

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support this curriculum:

- A. Opportunities to learn from and share ideas about teaching and learning mathematics with colleagues through meetings and peer observations, including collaborations between intermediate and high school teachers
- B. Collaboration with colleagues and department supervisor to discuss and reflect upon unit plans and assessment practices
- C. Planning time to develop and discuss the results of implementing differentiated lessons and incorporating technology to enhance student learning
- D. Attendance at workshops, conferences and courses that focus on relevant mathematic content, pedagogy, alternate assessment techniques or technology.

APPENDIX I

New Jersey Student Learning Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

SMP1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

SMP2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

SMP3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

SMP4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

SMP5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

SMP6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

SMP7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

SMP8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

New Jersey Student Learning Standards for Mathematical Content

The Real Number System N-RN

- A. Extend the properties of exponents to rational exponents
 2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Quantities N-Q

- A. Reason quantitatively and use units to solve problems.
 - 2. Define appropriate quantities for the purpose of descriptive modeling.
 - 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

The Complex Number System N-CN

- A. Perform arithmetic operations with complex numbers.
 - 1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
 - 2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
- C. Use complex numbers in polynomial identities and equations.
 - 7. Solve quadratic equations with real coefficients that have complex solutions.

Seeing Structure in Expressions A-SSE

- A. Interpret the structure of expressions
 - 1. Interpret expressions that represent a quantity in terms of its context.¹
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P*
 - 2. Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.*
- B. Write expressions in equivalent forms to solve problems
 - 4. Derive and/or explain the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.*★

Arithmetic with Polynomials and Rational Expressions A-APR

- A. Perform arithmetic operations on polynomials
 - 1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
- B. Understand the relationship between zeros and factors of polynomials
 - 2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
 - 3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
- C. Use polynomial identities to solve problems
 - 4. Prove polynomial identities and use them to describe numerical relationships. *For example, the difference of two squares; the sum and difference of two cubes; the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.*

D. Rewrite rational expressions

6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

Creating Equations A-CED

A. Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*

Reasoning with Equations and Inequalities A-REI

- A. Understand solving equations as a process of reasoning and explain the reasoning
 2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
- D. Represent and solve equations and inequalities graphically
11. Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★

Interpreting Functions F-IF

B. Interpret functions that arise in applications in terms of the context

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*★
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*★
6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★

- C. Analyze functions using different representations
7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★
 - a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
 - b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
 - c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
 - d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
 - e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
 - a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
 - b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.*
 9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

Building Functions F-BF

- A. Build a function that models a relationship between two quantities
 1. Write a function that describes a relationship between two quantities.★
 - b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*
- B. Build new functions from existing functions
 3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
 4. Find inverse functions.
 - a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. *For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.*

Linear, Quadratic, and Exponential Models F-LQE

- A. Construct and compare linear and exponential models and solve problems
 - 4. Understand the inverse relationship between exponents and logarithms. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.

Trigonometric Functions F-TF

- A. Extend the domain of trigonometric functions using the unit circle
 - 1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
 - 2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
- B. Model periodic phenomena with trigonometric functions
 - 5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*
- C. Prove and apply trigonometric identities
 - 8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.

Interpreting Categorical and Quantitative Data S-ID

- A. Summarize, represent, and interpret data on a single count or measurement variable
 - 4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Making Inferences and Justifying Conclusions S-IC

- A. Understand and evaluate random processes underlying statistical experiments
 - 1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
 - 2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*
- B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies
 - 3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
 - 4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
 - 5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
 - 6. Evaluate reports based on data.

Conditional Probability and the Rules of Probability S-CP

- A. Understand independence and conditional probability and use them to interpret data
1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).
 2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
 3. Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A , and the conditional probability of B given A is the same as the probability of B .
- B. Use the rules of probability to compute probabilities of compound events in a uniform probability model
6. Find the conditional probability of A given B as the fraction of B 's outcomes that also belong to A , and interpret the answer in terms of the model.
 7. Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX II

New Jersey Student Learning Standards for English Language Arts

Anchor Standards for Reading:

NJSLSA.R7 – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words.

NJSLSA.R10 – Read and comprehend complex literary and informational texts independently and proficiently.

Anchor Standard for Writing:

NJSLSA.W1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Anchor Standards for Speaking and Listening:

NJSLSA.SL1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4 – Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5 – Make strategic use of digital and visual displays of data to express information and enhance understanding of presentations.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX III

New Jersey Student Learning Standards for Science/Next Generation Science Standards: Science and Engineering Practices

Practice 1 – Asking questions and defining problems

Practice 2 – Developing and using models

Practice 3 – Planning and carrying out investigations

Practice 4 – Analyzing and interpreting data

Practice 5 – Using mathematics and computational thinking

Practice 6 – Constructing explanations and designing solutions

Practice 7 – Engaging in argument from evidence

Practice 8 – Obtaining, evaluating, and communicating information

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX IV

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX V

New Jersey Student Learning Standards for 21st Century Life and Careers

STANDARD 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX VI

Instructional Resources and Pacing Guides

Instructional resource for Algebra 2 Workshop: *Algebra 2*, Larson et al, Cengage (2019).

This program includes hard copy and online resources in English and Spanish that include differentiation options for all students: those who are on-grade level and those who benefit from extra support and reinforcement, as well as students served by Special Services and the Gifted Education program.

Suggested pacing for Algebra 2 Workshop:

Unit	# of teaching days
Patterns and recursion	10
Linear models and systems	8
Functions, relations and transformations	22
Exponential, power and logarithmic functions	42
Quadratic and other polynomial functions	30
Rational functions	24
Trigonometric functions	26
Data and statistics	5

APPENDIX VII

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed

Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Use manipulatives

Provide hands-on learning activities

INSTRUCTIONAL STRATEGIES

Check work in progress

Provide immediate feedback

Provide extra drill/practice

Provide review sessions

Provide models

Highlight key words

Provide pictures/charts

Use mnemonics

Support auditory presentations with visuals

Have student restate information

Provide lecture notes/outline

Give oral reminders

Give visual reminders

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work

Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks

Provide extra time for tests

Read test to student

Provide test study guides

Limit multiple choice options

Provide extra time for projects

Pace long term projects

Simplify test wording

Provide hands-on projects

Allow extra response time

ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)

ACADEMICS

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

Frequently check for understanding

Graphic organizers

Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies

Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem

Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection

Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

ADVANCED PLACEMENT UNITED STATES HISTORY # 4164

SchoolWestfield High School
Department.....Social Studies
Length of Course.....One Year
Credit..... 5
Grade Level..... 11
Prerequisite ..successful completion of U.S. I/U.S. I honors
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

This course satisfies the second year of the state mandated United States history requirement and offers a college level experience to students who have demonstrated highly developed analytical reading and writing skills. Advanced Placement United States History prepares students for the College Board Advanced Placement examination, enabling those who are successful to gain college credits in those institutions that accept them.

The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of introductory college courses. Students assess historical materials – their relevance to given problems, their reliability and their importance – and weigh the evidence and interpretations presented in historical scholarship. This offering enables students to be skillful in making conclusions on the basis of informed judgment and to present ideas clearly and persuasively in essay format.

Advanced Placement United States History integrates political, social, economic, cultural, diplomatic, and intellectual history in order to convey the experiences of particular groups within the broader perspective of the American past. Students utilize and develop essential historical thinking skills such as comparing and contrasting content, identifying continuity and change over time and periodization, as well as cause and effect. The course connects events and issues from history to the concerns of the present. As students study this long-term process they are challenged to think conceptually about the American past and to focus on historical change over time. Students evaluate past events through the subject matter of United States history as well as through major interpretive questions that derive from the study of selected themes.

The College Board expects schools using the Advanced Placement designation to follow the guidelines in each subject’s official AP Course Description, and then to participate in the AP Course audit and receive authorization before continuing to apply the “AP” designation. Advanced Placement United States History adheres to these requirements.

II. OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards for Social Studies. These objectives also align with New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies, and Key Skills, and the New Jersey Competencies for Social Emotional Learning. The curriculum addresses inclusive history by incorporating events and contributions of marginalized groups outlined in the following laws; Amistad Law, Holocaust Law and LGBTQ & Persons with Disabilities Law.
Students:

A. Demonstrate knowledge of United States history

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Technology 8.1
NJ Competencies for SEL- Social Awareness

B. Think conceptually about the American past and the impact of historical change over time on the lives and culture of a diverse United States society

NJ Student Learning Standards for Social Studies 6.1, 6.2
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, RH.11-12.4, RH.11-12.10, RH.11-12.2, RH.11-12.4, RH.11-12.6
NJ Student Learning Standards for Technology 8.1, 8.2
NJ Student Learning Standards for Career Readiness, Life Literacies & Key Skills 9.4
NJ Competencies for SEL- Social Awareness

C. Evaluate past events in United States history through historic themes

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, RH.11-12.2, RH.11-12.5, RH.11-12.6

D. Analyze events and issues in United States history and connect them to the concerns of contemporary society

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.7
NJ Student Learning Standards for Career Readiness, Life Literacies & Key Skills 9.4
NJ Competencies for SEL- Social Awareness, Responsible Decision-Making

E. Synthesize content material and place the history of the United States into larger analytical contexts

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, RH.11-12.4, RH.11-12.10, RH.11-12.2, RH.11-12.4, RH.11-12.6, WHST.11-12.1, WHST, WHST.11-12.8, WHST.11-12.9
NJ Student Learning Standards for Visual & Performing Arts 1.2
NJ Student Learning Standards for World Language 7.1
NJ Student Learning Standards for Career Readiness, Life Literacies & Key Skills 9.4

- F. Assess the experiences of particular minority groups within the broader perspective of the American past
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.6
NJ Student Learning Standards for World Languages 7.1
- G. Analyze and evaluate the growth of democracy, the development of the modern state, and the changing roles and responsibilities of citizens
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.6
NJ Student Learning Standards for Career Readiness, Life Literacies & Key Skills 9.4
NJ Competencies for SEL- Social Awareness, Responsible Decision-Making
- H. Infuse the perspective of New Jersey in United States history as it relates to local and national affairs
NJ Student Learning Standards for Social Studies 6.1, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.6
- I. Interpret and apply meaning to armed conflicts throughout United States history and evaluate how these conflicts shaped American foreign policy, politics, economy, and society
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.6
NJ Student Learning Standards for Career Readiness, Life Literacies & Key Skills 9.4
NJ Competencies for SEL- Social Awareness, Responsible Decision-Making
- J. Investigate how America’s economic transformations have affected the growth and development of the nation
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.6
NJ Student Learning Standards for Career Readiness, Life Literacies & Key Skills 9.4
- K. Express themselves clearly, concisely and critically about people and events in the history of the United States
NJ Student Learning Standards for Social Studies 6.1, 6.3
NJ Student Learning Standards for Visual & Performing Arts 1.2
NJ Student Learning Standards for Career Readiness, Life Literacies & Key Skills 9.4
NJ Competencies for SEL- Self-Management, Social Awareness, Responsible Decision-Making
- L. Analyze, critique, explain and interpret historical sources and interpretations of the history of the United States
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10, WHST.11-12-10.1-9
NJ Student Learning Standards for Visual & Performing Arts 1.2
NJ Student Learning Standards for Technology 8.1
- M. Weigh historical evidence and draw informed conclusions about the course content
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.1, WHST.11-12.2, WHST.11-12.10
NJ Student Learning Standards for Career Readiness, Life Literacies & Key Skills 9.4
NJ Competencies for SEL- Self-Management, Responsible Decision-Making

- N. Analyze and interpret maps, statistical tables, political cartoons, pictorial and graphic to support findings and conclusions
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.6, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies & Key Skills 9.4
- O. Extend research skills; including note taking from United States history resources, electronic and traditional class discussions and lectures, and the demonstration of research skills
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10, WHST.11-12-10.1-9
NJ Student Learning Standards for Technology 8.1
- P. Demonstrate listening, public speaking, technological, and writing skills, as well as debate persuasive arguments reflecting high levels of cognitive development
NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.1-10
NJ Student Learning Standards for English Language Arts SL.11-12.1-6
NJ Student Learning Standards for Visual & Performing Arts 1.2
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies & Key Skills 9.4
NJ Competencies for SEL- Self-Management, Social Awareness, Responsible Decision-Making
- Q. Display a knowledge, understanding, and practical use of library/media center resources as they relate to the course content.
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies WHST.9-10.7, WHST.9- 10.8
NJ Student Learning Standards for Technological Literacy 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies & Key Skills 9.4
NJ Competencies for SEL- Self-Management, Social Awareness, Responsible Decision-Making

III. CONTENT, SCOPE AND SEQUENCE

Students evaluate past events through the subject matter of United States history as well as through major interpretive questions that derive from the study of selected themes. The content of this course commences in the colonial era and extends through the modern era. Teachers make appropriate adjustments to the study of certain eras in United States history to account for student prior knowledge and exposure to the United States I curriculum.

Significant events and trends in our national history are studied by using textual and monographic material. Historical interpretation and wide knowledge of historiography is stressed along with a solid factual foundation. To balance factual knowledge and critical analysis of United States history, students explore four themes throughout their study. The four themes, listed below, challenge students to think conceptually about the United States past and to focus on historical change over time. These themes are used in conjunction with the topic outline and serve as unifying concepts to help students synthesize material and place the history of the United States into larger analytical contexts.

Such themes include, but are not limited to:

1. Politics and Citizenship
2. Economic Transformations
3. Culture and American Diversity
4. War and Diplomacy

Research and writing skills are emphasized through submission of a number of analytical essays modeled after those used on the College Board Advanced Placement United States history exam. These are document-based essays as well as free-response essays. The ability to acquire primary source documents and to critique them individually or in cooperation with other class members is essential skills for students in this course. Students develop skills and analysis to interpret point of view, historical context, author's purpose, and bias in multiple documents. Students develop the ability to analyze evidence to craft a historical argument utilizing such thematic ideas such as periodization, compare and contrast, continuity and change, and cause and effect. An emphasis is put on placing the argument in a broader historical context and utilizing synthesis to bridge connections between historical time periods. Content is further developed through active student participation in class discussions, both large and small group, as well as through simulations and panel presentations. By the end of the course, students use the skills they developed over the course of the year to take informed action as active citizens of our democracy.

A. Themes in Advanced Placement United States History

1. Politics and Citizenship
 - a. colonial and revolutionary legacies
 - b. American political traditions
 - c. growth of democracy, and the development of the modern state
 - d. citizenship; struggles for civil rights
2. Economic Transformations
 - a. changes in trade, commerce, and technology across time
 - b. effects of capitalist development, labor, unions, and consumerism
 - c. changes in America's economy at the end of the twentieth century
3. Culture & American Diversity
 - a. diverse individual and collective expressions in literature, art, philosophy, music, theater, and film throughout United States history
 - b. popular culture
 - c. dimensions of cultural conflict and change within American society (family, education)
 - d. diversity of the American people
 - e. relationships among different groups
 - f. roles of race, class, ethnicity, disability and gender in the history of the United States
4. War & Diplomacy
 - a. armed conflict from the colonial period to the twenty-first century
 - b. impact of war on American foreign policy, politics, economy, and society
 - c. the United States in the post-Cold War world

B. Topic Outline

1. Pre Colonial America (suggested time 3 weeks)
 - a. Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans.
 - b. Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected the interactions among various groups in the colonial period.
 - c. Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies.
2. Establishing Colonies in North America (suggested time 3 weeks)
 - a. Spain and France in North America
 - b. England in the Chesapeake
 - c. New England Colonies
 - d. the Restoration Colonies
 - e. conflict and war
 - f. origins of slavery
3. Colonial Society in the mid-18th century (suggested time 3 weeks)
 - a. North American regions
 - b. diverging social and political patterns
 - c. cultural transformation of British North America
4. From Empire to Independence (1730 – 1776) (suggested time 3 weeks)
 - a. Anglo – French rivalries and Seven –Years war
 - b. Imperial crisis in British North America
 - c. road to revolution: resistance to rebellion
 - d. America secedes from the Empire
5. Building the New Nation (1776 – 1860) (suggested time 3 weeks)
 - a. the Confederation 1781 – 1788
 - b. revolutionary politics in the States
 - c. the Constitutional Convention and ratification 1787 – 1790
 - d. Federalists and Republicans
 - e. the New Nation 1789 – 1800
 - f. Jeffersonian Republic 1800 – 1812
 - g. second war for independence and the upsurge of nationalism (1812-1824)
 - h. rise of mass democracy (1824 – 1840)
 - 1) presidency of John Quincy Adams
 - 2) new democratic politics
 - 3) Jackson presidency
 - 4) emergence of the two-party system, Whigs and Democrats
 - i. national economy: building an infrastructure, 1790-1860
 - j. ferment of reform and culture 1790 – 1860

6. Testing the New Nation: Sectional Strife (suggested time 3 weeks)
 - a. slavery controversy (1790 – 1860)
 - b. industry and the North (1790s-1840s)
 - c. territorial expansion of the United States (1830s – 1850s)
 - 1) Manifest Destiny and its legacy (1840s)
 - 2) renewing the sectional struggle
 - d. coming crisis: drifting toward disunion, (1850s)
 - e. Civil War (1861 – 1865)
 - f. Reconstruction (1865 – 1877)
7. Forging an Industrial Society (1865 – 1900) (suggested time 3 weeks)
 - a. incorporation of America (1865 – 1900)
 - 1) rise of industry, triumph of business
 - 2) labor in the age of big business
 - 3) the industrial city
 - 4) the new South
 - 5) culture and society in the Gilded Age
 - b. conquest and survival: trans-Mississippi west (1860 –1900)
 - 1) Indian peoples under Siege
 - 2) mining and cattle frontiers
 - 3) farming communities on the plains
 - 4) industrialization of agriculture
 - c. commonwealth and empire (1870- 1900)
 - 1) emergency of the machinery of politics, the spoils system and civil service reform
 - 2) farmers and workers organize
 - 3) crisis of the 1890s
 - 4) politics of reform: Populism, free silver issue, Republican triumph
 - 5) path of empire: “Imperialism of Righteousness”
8. Struggling for Justice at Home & Abroad (1899 – 1945) (suggested time 3 weeks)
 - a. United States on the world stage (1899 – 1909)
 - 1) Spanish American War
 - 2) Open Door Policy
 - 3) Theodore Roosevelt: Panama Canal and the Roosevelt Corollary
 - b. urban United States and the Progressive Era (1900 – 1917)
 - 1) currents of Progressivism: campaigning against social muckraking, increased state regulations
 - 2) social control and its limits
 - 3) working class communities and protest
 - 4) emergence of movements to promote gender and racial justice
 - 5) Theodore Roosevelt’s policies: labor, trusts, conservation, consumer protection
 - 6) Taft presidency and “Dollar Diplomacy”
 - 7) Wilson: at home and abroad

- c. World War I (1917 – 1918)
 - 1) becoming a world power
 - 2) Wilsonian idealism and the Fourteen Points
 - 3) United States mobilization
 - 4) life on the Home Front
 - 5) repression and reaction
 - 6) Versailles Treaty Rejected, Russian Revolution, the Red Scare and the Republican return to normalcy
- d. United States life in the Roaring Twenties (1920 – 1929)
 - 1) postwar prosperity and its price
 - 2) the new mass culture
 - 3) politics of boom and bust: Harding, Coolidge and Hoover
 - 4) resistance to modernity: prohibition, immigration restriction, the KKK and religious fundamentalism
 - 5) promises postponed: women, African-Americans, immigrants
- e. Great Depression and The New Deal (1929 – 1940)
 - 1) hard times: great crash and Hoover’s response
 - 2) FDR and the First New Deal
 - 3) Second New Deal
 - 4) culture in the Depression era
 - 5) limits of reform
- f. United States in WWII (1940 – 1945)
 - 1) shadow of war: FDR’s early foreign policies – Pearl Harbor
 - 2) mobilizing for war
 - 3) home front
 - 4) men and women in uniform
 - 5) world at war
 - 6) last stages of war
- 9. Creating a Modern United States (1945 – Present) (suggested time 4 weeks)
 - a. Cold War (1945 – 1952)
 - 1) postwar insecurities at war’s end
 - 2) policy of containment
 - 3) Harry Truman as president
 - 4) anti-Communism at home and the “Age of Anxiety”
 - 5) Korean War
 - b. United States at mid-century (1952-1963)
 - 1) Eisenhower presidency and modern Republicanism
 - 2) changing face of American society
 - 3) youth culture
 - 4) new mass culture of television and its discontents
 - 5) Cold War continued
 - 6) John F Kennedy and the New Frontier

- c. Civil Rights Movement (1945 – 1966)
 - 1) origins of the movement: WWII-Little Rock
 - 2) rocky road to freedom (1957 – 1962): Martin Luther King Jr., Southern Christian Leadership Conference (SCLC) , Student Nonviolent Coordinating Committee (SNCC), Freedom Rides
 - 3) Civil Rights at high tide: (1963 – 1965): Birmingham, March on Washington, *Civil Rights Act 1964*, Malcolm X, *Voting Rights Act 1965*
 - 4) Vocational Rehabilitation Act- Section 504 (1973)
 - 5) Americans with Disabilities Act (1990)
 - 6) overlooked minorities: Mexican Americans, Puerto Ricans, Native Americans, Asian Americans, Americans with disabilities
- d. war abroad, war at home (1965 – 1974)
 - 1) Vietnam: American’s longest war
 - 2) LBJ and the War on Poverty
 - 3) cultural upheaval: youth rebellion, Black Power, feminism re-emergence, gay liberation, Red Power, Chicano rebellion, Asian American movement
 - 4) 1968: a turning point
 - 5) Nixon presidency
 - 6) Watergate
- e. stalemated Seventies (1974 – 1980)
 - 1) Stagflation: Israelis, Arab, and Oil
 - 2) Ford Interlude and the Carter presidency
 - 3) new domestic challenges: the new poverty, new urban politics, the environment, squeezing-out of small town America
 - 4) new conservatism
 - 5) new international challenges: Cold War Thaw, foreign policy and “Moral Principles”, Camp David Accords
 - 6) Carter’s “Crisis of Confidence”: energy crisis, inflation, the Iran hostage crisis
- f. conservative resurgence (1980 –1992)
 - 1) Reagan revolution: the “New Right”
 - 2) Reagan’s foreign policy: The Evil Empire, Central America, Glasnost, Iran-Contra scandal
 - 3) Reagan’s economic legacy
 - 4) presidency of George H. W. Bush: collapse of Communism, Persian Gulf War and battles at home

- g. presidency of Bill Clinton and beyond (1992-present)
 - 1) globalization and the American economy
 - 2) unilateralism vs. multilateralism in foreign policy
 - 3) domestic and foreign terrorism
 - 4) environmental issues in a global context
 - 5) demographic changes: surge of immigration, Sunbelt migration, and the graying of America
 - 6) revolutions in biotechnology, mass communication, and computers
 - 7) politics in a multicultural society

IV. INSTRUCTIONAL TECHNIQUES

Students access materials, such as primary source documents, and specialized writings by historians that provide them with an overview of United States history and enable them to establish the context and significance of historic problems and events. Such methods include but not limited to:

- A. Cooperative group work, inquiry questions, discussions, independent research and lecture
- B. Use of diversified documentary materials drawn from primary sources: newspapers, magazines or books. Web sites housing primary documents are consulted as well. Other sources of materials include maps, graphs, charts, political cartoons, statistical data, and other related resources. These resources are utilized to prepare for written and oral presentations
- C. Teachers require students to take an active role in the development of their knowledge through activities such as debates, community projects, role-playing, slide show presentations, seminars, and panel discussions
- D. In developing course content, instruction focuses on essential historical themes and concepts to help students establish connections across time
- E. Teachers use community resources to enhance the classroom experience
- F. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

A variety of assessments are used to evaluate student progress toward the stated objectives. Such methods include:

- A. Baseline and benchmark assessments
- B. Critical analysis of history through active participation in classroom activities such as small or large group discussion, role-playing, or presentations of varying styles

- C. Analytical essays that incorporate historical thinking skills that are modeled after those employed on the College Board exam; evaluation standards established by the College Board are used to assess essays
- D. Examinations consisting of multiple choice and essay items similar to those encountered on the College Board examination including, but not limited to, skills such as historical argumentation, synthesis and contextualization
- E. Analysis, critique, and explanation of historical sources and interpretations of the history of the United States
- F. Weighing primary historical evidence and drawing informed conclusions about the course content
- G. Reading, deducing and applying information obtained from maps, tables, charts, pictorial and graphic materials
- H. Completion of research based-projects and assignments that correctly documents all sources consulted in the course of research.

VI. PROFESSIONAL DEVELOPMENT

The following professional development activities support the curriculum:

- A. Professional development workshops and in-service training are provided for continual growth and expertise in content material and exposure to trends and strategies that aid in the instruction of this curriculum
- B. Teachers are provided with opportunities to preview educational resources relevant to this curriculum during the school year
- C. Opportunities for collegial sharing of lesson ideas and instructional strategies are provided
- D. Teachers are afforded the opportunity to attend conferences specifically designed for advanced learning strategies
- E. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework, and assessment
- F. Teachers are afforded the opportunity to attend the College Board's Advanced Placement United States History Professional conferences annually.

APPENDIX I

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1: (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2: (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3: (Active Citizenship in the 21st-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX II

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX III

New Jersey Student Learning Standards for Literacy in History/Social Studies

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.11-12.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies

RH.11-12.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

RH.11-12.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.11-12.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.11-12.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.11-12.9 Compare/contrast treatments of the same topic in several primary and secondary sources.

RH.11-12.10 By the end of grade 10, read and comprehends history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

WHST.11-12.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

APPENDIX IV

New Jersey Student Learning Standards for English Language Arts

ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING

SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

APPENDIX V

New Jersey Student Learning Standards for Visual & Performing Arts

STANDARD 1.2: (History of the Arts and Culture) all students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

New Jersey Student Learning Standards for World Languages

STANDARD 7.1: (World Languages) all students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VII

New Jersey Student Learning Standards for Technology

STANDARD 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VIII

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

STANDARD 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

APPENDIX IX

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The entire standards document may be viewed at <https://www.state.nj.us/education/students/safety/sandp/sel/>

APPENDIX X

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed

Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Use manipulatives

Provide hands-on learning activities

INSTRUCTIONAL STRATEGIES

Check work in progress

Provide immediate feedback

Provide extra drill/practice

Provide review sessions

Provide models

Highlight key words

Provide pictures/charts

Use mnemonics

Support auditory presentations with visuals

Have student restate information

Provide lecture notes/outline

Give oral reminders

Give visual reminders

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work

Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests

Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)**ACADEMICS**

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

Frequently check for understanding

Graphic organizers

Tracker

Slant board

Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework

Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents

Assign "jobs" to reduce symptoms

Counseling check-ins

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Group directions 1 step at a time

Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Extended time on assignments/assessments

Provide assessments in a small group setting

Provide buddy system

Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working

SCHOOL REFUSAL/ELEVATED ABSENTEEISM

Attendance plan

GIFTED AND TALENTED STUDENTS

CURRICULUM

Acceleration

Compacting

Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

ENGLISH AS A SECOND LANGUAGE

Schools Lincoln, Designated Elementary & Intermediate Schools, WHS
Department ESL
Length of Course Full year
Credit 5.0 in Grades 9 - 12
Grade Level K - 12
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

New Jersey, as a member of the World-Class Instructional Design and Assessment (WIDA) Consortium has adopted the WIDA English Language Development (ELD) Standards for learning English as a Second Language (ESL). Each ELD standard addresses a specific context for language acquisition in a social setting and through the various academic content areas presented to our English Language Learners (ELL) at each grade level.

Westfield's ESL curriculum is aligned to the WIDA ELD Standards and the New Jersey Student Learning Standards; nonetheless, no ESL curriculum can possibly encompass all the skills and knowledge essential for linguistic and academic achievement. Many variables contribute to the overall success of ELLs. These include, but are not limited to: students' native languages and cultures; students' home, school, and community experiences; students' academic language development in their native language; cultural learning styles; motivation and adaptability. Recognizing and understanding these factors is crucial to ensuring a smooth transition and adjustment to the new language, academic challenges, and culture as rapidly as possible.

The ESL Program is divided into three levels based on language proficiencies: beginner, intermediate, and advanced. The materials and methods vary according to the needs of the particular group by age, grade, and English proficiency level. For beginners, the focus is on social and instructional language and readiness for content area instruction. As language skills develop, linguistic complexity increases to facilitate progression to the next level. The intermediate level focuses on reviewing previous knowledge and increasing academic discourse. The focus of the advanced course is to equip students with the skills necessary to succeed in the mainstream classroom(s) without ESL support.

Placement in ESL and exit from the ESL program are both based on multiple criteria, which include results on a state approved English proficiency assessment, standardized assessments, reading level, teacher recommendation and classroom performance. Depending on the school, grade level, academic readiness, and English proficiency level, ELLs may be serviced through a pull-out, push-in, or a scheduled class geared to meeting the individual needs of the student.

II. LEARNING OBJECTIVES

This curriculum fulfills the Westfield Board of Education expectations for student achievement. The objectives are divided into three levels: Beginner, Intermediate, and Advanced across grades K-12. At each level, the objectives are aligned with the WIDA ELD Standards. Depending upon language proficiency level, the objectives are also aligned with the NJ Student Learning Standards for English Language Arts, Mathematics, Science, Social Studies, Technology, and the 21st Century Life and Careers.

Beginner Level

Beginner ELLs, particularly newly enrolled non-English speaking students, depend almost entirely on gestures, facial expressions, objects, symbols and pictures to understand English and gradually comprehend words or phrases. Initially, these students develop Basic Interpersonal Communication Skills (BICS) to participate in social conversations. During this time, they also begin to acquire Cognitive Academic Language Proficiency (CALP), which is essential for students to be successful in all academic areas.

Students:

Listening

- A. Point to and sort pictures and objects according to oral instructions
- B. Follow basic oral directions
- C. Match oral statements to objects and illustrations.

WIDA ELD Standards 1, 2, 3, 4, and 5

New Jersey Student Learning Standards for ELA A.SL1, A.SL2

New Jersey Student Learning Standards for Technology 8.1

Speaking

- A. Name objects, people, and pictures
- B. Describe pictures, objects, people and events
- C. Ask and answer yes/no and wh- (who, what, when, where and why) questions.

WIDA ELD Standards 1, 2, 3, 4, and 5

New Jersey Student Learning Standards for ELA A.SL1, A.SL2

New Jersey Student Learning Standards for Social Studies 6.1

New Jersey Student Learning Standards for 21st Century Life & Careers 9.2

New Jersey Student Learning Standards for Technology 8.1

Reading

- A. Identify letters of the alphabet
- B. Demonstrate an understanding of letter/sound correspondence
- C. Locate and classify information.

WIDA ELD Standards 1, 2, 3, 4, and 5

New Jersey Student Learning Standards for ELA A.R1

New Jersey Student Learning Standards for Technology 8.1

Writing

- A. Label objects, pictures, and diagrams
- B. Produce drawings, phrases, and short sentences to represent people and events
- C. Respond to oral or written directions.

WIDA ELD Standards 1, 2, 3, 4, and 5

New Jersey Student Learning Standards for ELA A.W2

New Jersey Student Learning Standards for 21st Century Life & Careers 9.2

New Jersey Student Learning Standards for Technology 8.1

Intermediate Level

ELLs at the intermediate level have a strong grasp on BICS and have increased CALP, but often have difficulty with figurative language, grammar, and pronunciation. They can read and write text that contains vocabulary and structures that are more complex but may experience difficulty with more abstract language.

Students:

Listening

- A. Locate and select information from oral descriptions
- B. Follow multi-step oral directions
- C. Categorize and sequence oral information using pictures and objects.

WIDA ELD Standards 1, 2, 3, 4, and 5

New Jersey Student Learning Standards for ELA A.SL1, A.SL2, A.SL3, A.SL5

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for 21st Century Life & Careers 9.2

New Jersey Student Learning Standards for Technology 8.1

Speaking

- A. Retell stories and events
- B. Describe processes and procedures
- C. Make predictions.

WIDA ELD Standards 1, 2, 3, 4, and 5

New Jersey Student Learning Standards for ELA A.SL1, A.SL2, A.SL4, A.SL5

New Jersey Student Learning Standards for Mathematical Practice SMP1

New Jersey Student Learning Standards for Science P1, P4, P5

New Jersey Student Learning Standards for 21st Century Life & Careers 9.2

New Jersey Student Learning Standards for Technology 8.1

Reading

- A. Sequence pictures, events, and processes
- B. Identify main ideas
- C. Examine word families, figures of speech, and idiomatic expressions.

WIDA ELD Standards 1, 2, 3, 4, and 5

New Jersey Student Learning Standards for ELA A.R1, A.R2, A.R3

New Jersey Student Learning Standards for Mathematical Practice SMP1

New Jersey Student Learning Standards for Science P1, P4, P5

New Jersey Student Learning Standards for 21st Century Life & Careers 9.2

New Jersey Student Learning Standards for Technology 8.1

Writing

- A. Describe events, people, processes, and procedures
- B. Produce simple expository or narrative texts
- C. Compare and contrast information.

WIDA ELD Standards 1, 2, 3, 4, and 5

New Jersey Student Learning Standards for ELA A.W1, A.W2, A.W3, A.W4, A.W5

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for 21st Century Life & Careers 9.2

New Jersey Student Learning Standards for Technology 8.1

Advanced Level

Advanced ELLs have mastered BICS and have a strong grasp on CALP, but may still be grappling with the complexities of English grammar, academic vocabulary, and intended meaning.

Students:

Listening

- A. Analyze and apply oral information
- B. Identify cause and effect from oral discourse
- C. Draw conclusions and infer from oral information.

WIDA ELD Standards 1, 2, 3, 4, and 5

New Jersey Student Learning Standards for ELA A.SL1, A.SL2, A.SL3, A.SL4, A.SL5, A.SL6,

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for Mathematical Practice SMP1

New Jersey Student Learning Standards for Science P1, P4, P5

New Jersey Student Learning Standards for 21st Century Life & Careers 9.2

New Jersey Student Learning Standards for Technology 8.1

Speaking

- A. Discuss stories, issues, and concepts
- B. Hypothesize solutions to issues and problems
- C. Express and defend points of view.

WIDA ELD Standards 1, 2, 3, 4, and 5

New Jersey Student Learning Standards for ELA A.SL1, A.SL2, A.SL3, A.SL4, A.SL5, A.SL6,

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for 21st Century Life & Careers 9.2

New Jersey Student Learning Standards for Technology 8.1

Reading

- A. Find details that support main ideas
- B. Isolate context clues to determine meaning of words
- C. Explain the use of figurative language in multiple genres.

WIDA ELD Standards 1, 2, 3, 4, and 5

New Jersey Student Learning Standards for ELA A.R1-8

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for 21st Century Life & Careers 9.2

New Jersey Student Learning Standards for Technology 8.1

Writing

- A. Summarize information
- B. Produce multiple forms of writing
- C. Edit and revise writing.

WIDA ELD Standards 1, 2, 3, 4, and 5

New Jersey Student Learning Standards for ELA A.W1-7

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for 21st Century Life & Careers 9.2

New Jersey Student Learning Standards for Technology 8.1

III. CONTENT, SCOPE AND SEQUENCE

The ESL curriculum is designed to include overarching skills that are used in social and academic situations for students in grades K through 12. It covers topics that appeal to the diverse and multicultural group of English Language Learners (ELLs) who enter the program with little or no English skills. There is no reference to specific grades because ESL classes may include students from more than one grade level. Within each group, the ESL teacher has to focus on developing the proficiency level of the students while addressing the content area language and study skills relevant to the grade levels of the ELLs.

BEGINNER LEVEL

- A. Social and Instructional Language (suggested time 6-7 weeks)
 - 1. School Day
 - a. Identify school-related vocabulary
 - b. Locate places within the school and appropriate materials
 - c. Follow classroom routine
 - 2. Self and Family
 - a. Respond to yes/no, wh-, or choice questions
 - b. Name family members
 - c. Ask and exchange personal information
 - 3. Personal Likes, Dislikes and Needs
 - a. Illustrate emotions
 - b. Answer yes/no or choice questions about preferences
 - c. Distinguish between needs and wants
- B. Language of Language Arts (suggested time 6-7 weeks)
 - 1. Word Analysis/Vocabulary
 - a. Recognize and recite the English alphabet
 - b. Match sounds to corresponding letters and letter combinations
 - c. Demonstrate understanding of vocabulary in various categories
 - 2. Reading Comprehension
 - a. Find letters, words, and phrases in a text
 - b. Demonstrate comprehension by labeling/sequencing pictures
 - c. Answer yes/no and wh- questions based upon a short passage

3. Writing/Grammar
 - a. Write the alphabet in upper and lower case
 - b. Respond to instructional materials with drawings, lists, captions, and charts
 - c. Complete basic forms, in which information such as one's name, address, and telephone number is requested
- C. Language of Mathematics (suggested time 6-7 weeks)
 1. Numbers and Operations
 - a. Say, read, and write numbers
 - b. Identify examples of basic mathematical terms
 - c. Match and use symbols and operations
 2. Size, Shape, and Measurement
 - a. Label items according to size and shape
 - b. Name the days of the week and the months of the year
 - c. Match coins and bills according to monetary value
 3. Problem Solving
 - a. State step by step process
 - b. Sequence steps
 - c. Solve basic word problems
- D. Language of Science (suggested time 7-8 weeks)
 1. Healthy Habits
 - a. Label body parts
 - b. Classify foods from manipulatives or pictures
 - c. Identify activities that promote wellness
 2. Earth and Physical Science
 - a. Match pictures with seasons
 - b. Organize and identify basic weather conditions
 - c. Describe objects of the earth or sky from observation, photographs or models
 3. Life Science
 - a. Identify living organisms
 - b. Sequence the stages of a life cycle
 - c. Label the parts of a plant
- E. Language of Social Studies (suggested time 7-8 weeks)
 1. Community
 - a. Name roles of people in the community
 - b. Identify modes of transportation
 - c. Select appropriate places for specific activities
 2. The United States
 - a. Identify holidays and related symbols
 - b. Locate places on a map
 - c. Match historical events with illustrations
 3. Global Issues
 - a. Describe differences between native country and the United States
 - b. Locate places using maps and globes
 - c. Label geographical features

INTERMEDIATE LEVEL

- A. Social and Instructional Language (suggested time 6-7 weeks)
 - 1. Review school rules and procedures
 - a. Demonstrate understanding of proper classroom etiquette
 - b. State roles of school personnel
 - c. Explain a typical school day/schedule
 - 2. Personal Preferences
 - a. Paraphrase likes and dislikes
 - b. Distinguish between facts and opinions
 - c. Give recommendations
 - 3. Social Interactions
 - a. Initiate and engage in conversations
 - b. Respond to requests
 - c. Follow multi-step directions

- B. Language of Language Arts (suggested time 7-8 weeks)
 - 1. Word Analysis/Vocabulary
 - a. Identify and use reference materials
 - b. Match and identify word families
 - c. Recognize and respond to language cues (plurals, punctuation, and changes in verb tenses)
 - 2. Reading Comprehension
 - a. Demonstrate an understanding of story elements and sequence
 - b. State the main idea and details
 - c. Summarize a passage with simple sentences
 - 3. Writing/Grammar
 - a. Form sentences and short paragraphs
 - b. Use prewriting techniques to write long passages
 - c. Revise and edit writing

- C. Language of Mathematics (suggested time 6-7 weeks)
 - 1. Numbers and Operations
 - a. Review numbers and operations
 - b. Apply mathematical terms and symbols
 - c. Make relationship between part and whole
 - 2. Size, Shape, and Measurement
 - a. Demonstrate understanding of standard units of measurement
 - b. Distinguish amongst tools of measurement
 - c. Use comparative and superlative
 - 3. Problem Solving
 - a. Review step by step process
 - b. Extrapolate key information
 - c. Make predictions using data

- D. Language of Science (suggested time 7-8 weeks)
 - 1. Healthy Habits
 - a. Compare choices of food
 - b. Describe activities that involve senses and other body parts
 - c. Construct a plan for staying healthy
 - 2. Earth and Physical Science
 - a. Compare different weather conditions
 - b. Indicate relationships between natural resources
 - c. Compare habitats
 - 3. Life Science
 - a. Outline the steps of scientific inquiry
 - b. Compare physical traits
 - c. Describe key functions of systems

- E. Language of Social Studies (suggested time 7-8 weeks)
 - 1. Community
 - a. Compare roles and responsibilities of family members
 - b. Suggest classroom, school, and family routines
 - c. Describe interactions with community workers
 - 2. The United States
 - a. Explain holiday traditions
 - b. Interpret information using a map key
 - c. Discuss significance of major events or people in United States history
 - 3. Global Issues
 - a. Compare resources and products of various regions
 - b. Distinguish amongst geographic locations
 - c. Discuss significance of major events and people in world history

ADVANCED LEVEL

- A. Social and Instructional Language (suggested time 6-7 weeks)
 - 1. Social and Cultural Traditions and Values
 - a. Explain native country's culture (school, food, and holidays)
 - b. Compare and contrast native country's culture and American culture
 - c. Discuss the value of being multilingual and multicultural
 - 2. Character Development
 - a. Examine positive traits and role models
 - b. Justify life choices
 - c. Interpret scenarios on character development
 - 3. Pragmatics
 - a. Use polite language in interactions
 - b. Evaluate appropriate language for various situations
 - c. Infer subtleties of messages and information

- B. Language of Language Arts (suggested time 7-8 weeks)
 - 1. Word Analysis/Vocabulary
 - a. Explain and use word parts (roots, prefixes, suffixes, and verb tenses)
 - b. Discriminate amongst multiple meanings of words
 - c. Evaluate and employ multiple resources to aid in vocabulary development
 - 2. Reading Comprehension
 - a. Respond to stated information and infer meaning
 - b. Draw conclusions about a text
 - c. Evaluate the use of figurative language
 - 3. Writing/Grammar
 - a. Categorize information using graphic organizers and outline form
 - b. Write simple expository, narrative, descriptive, and persuasive pieces using models
 - c. Expand use of revision and editing of writing
- C. Language of Mathematics (suggested time 7-8 weeks)
 - 1. Numbers and Operations
 - a. Interpret math related terms
 - b. Explain the use of operation
 - c. Relate stories and events that involve numbers
 - 2. Size, Shape, and Measurement
 - a. Hone use of standard measurement
 - b. Discuss how measurement is used in real life
 - c. Determine appropriate tools for measurement
 - 3. Problem Solving
 - a. Integrate strategies for problem solving
 - b. Justify reasons for use of procedures
 - c. Apply language of mathematics required for problem solving and data analysis
- D. Language of Science (suggested time 7-8 weeks)
 - 1. Healthy Habits
 - a. Evaluate food choices
 - b. Justify leisure activities
 - c. Predict how senses or other body parts are affected by change
 - 2. Earth and Physical Science
 - a. Generate ideas to conserve natural resources
 - b. Predict the weather
 - c. Evaluate ways to protect endangered species
 - 3. Life Science
 - a. Analyze the life cycle
 - b. Interpret graphs or charts related to living organisms
 - c. Discuss relationship between organisms in the food chain

- E. Language of Social Studies (suggested time 6-7 weeks)
 - 1. Community
 - a. Analyze local community resources
 - b. Explain issues involving classroom, school, and family routines
 - c. Discuss and pose solutions to social issues and inequities
 - 2. The United States
 - a. Diagram the branches of government
 - b. Discuss major differences in local, state, and federal government
 - c. Explain cause and effect of major events and people's actions
 - 3. Global Issues
 - a. Analyze features of periods in world history
 - b. Evaluate locations on a map for different purposes
 - c. Critique current and past events

IV. INSTRUCTIONAL TECHNIQUES

Various types of instructional techniques are employed in teaching English learners. The approach is determined by the particular needs of the students, grade level, length of time in the program, and learning styles. Technology is readily integrated, as technological skills need to be specifically taught to ensure success in content area classrooms. ESL instruction must incorporate all four language domains: listening, speaking, reading and writing. Therefore, a variety of techniques and materials must be utilized to promote communicative competence and achievement. Teaching techniques include, but are not limited to, the following:

- A. Total Physical Response (TPR) focuses on listening comprehension. During the *silent period* when receptive language skills are being established, the students hear commands and physically act out what has been said. The imperatives advance from simple to complex as vocabulary and grammar are developed. This approach allows students to acquire language skills without pressing them to actively produce spoken or written language until they are ready.
- B. Natural Approach uses language for communicative purposes rather than as an object of formal analysis. The language is acquired in a context similar to the way the first language was acquired through *comprehensible input* provided in a low-anxiety setting. This approach may include the use of reality and games. The use of comprehensive input means that messages conveyed in the new language are easily understood because they are context embedded.
- C. Functional/Notional or Language Experience Learning are effectively oriented processes which involve using students' prior and current life experiences in a mutually supportive community to structure the language process.
- D. Structural Practice employs repetition, substitution, and completion exercises to promote understanding and use of the language.
- E. Whole Language incorporates the use of authentic literature to develop and expand spoken and written language.
- F. Content-based Instruction utilizes content-based materials in the teaching of ESL

- G. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

The purpose of assessment in ESL classes is to measure students' acquisition of English in the four language domains: listening, speaking, reading, and writing. The assessment tools used include the following:

- A. Mandated MODEL, W-APT, and ACCESS assessments
- B. Classroom performance
- C. Homework
- D. Projects
- E. Presentations
- F. Response to questions
- G. Writing for different purposes
- H. Teacher-created quizzes and tests
- I. Student portfolios.

VI. PROFESSIONAL DEVELOPMENT

Ongoing professional development is essential for ESL teachers to stay current with new materials, technologies and instructional methods. Professional development opportunities may include the following:

- A. Attendance at ESL conferences, seminars, and workshops
- B. Department meeting presentations
- C. Access to professional publications related to ESL instruction and best practices
- D. Collaboration with colleagues across the district
- E. Common planning sessions
- F. Visitation of other districts with innovative ESL programs
- G. Networking with other ESL professionals.

APPENDIX I

World-Class Instructional Design and Assessment (WIDA) **English Language Development Standards for English Language Learners in** **Pre-Kindergarten through Grade 12**

STANDARD 1: (Social and instructional language) English language learners communicate in English for social and instructional purposes within in the school setting.

STANDARD 2: (The language of language arts) English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

STANDARD 3: (The language of mathematics) English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.

STANDARD 4: (The language of science) English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

STANDARD 5: (The language of social studies) English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

The entire standards document may be viewed at <https://wida.wisc.edu/teach/standards/eld>

APPENDIX II

WIDA CAN-DO DESCRIPTORS

Similar to the WIDA Language Development Standards, the Can Do Descriptors represent what learners can do with language across different content areas. Although the Can Do Descriptors relate to the Standards, they don't replace them but supplement them during instruction.

The entire standards document may be viewed at <https://wida.wisc.edu/teach/can-do/descriptors>

APPENDIX III

WIDA Performance Definitions Grades K-12

Proficiency Level	Discourse Dimension/ Linguistic Complexity	Sentence Dimension/ Language Forms and Conventions	Word/Phrase Dimension/ Vocabulary Usage
Level 6 Reaching	English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.		
Level 5 Bridging	<ul style="list-style-type: none"> • Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> • A variety of complex grammatical structures match to purpose • A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> • Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> • Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> • Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> • Simple and compound grammatical structures with occasional variation • Sentence patterns across content areas 	<ul style="list-style-type: none"> • Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> • Phrases or short sentences • Emerging expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> • Words, phrases, or chunks of language • Single words used to represent ideas 	<ul style="list-style-type: none"> • Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> • General content-related words • Everyday social and instructional words and expressions

APPENDIX IV

New Jersey Student Learning Standards for English Language Arts

NJSLSA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4: 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.

NJSLSA.R5: 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.

NJSLSA.R6: Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8: 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.

NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

The entire standards document may be viewed at <https://www.nj.gov/education/aps/cccs/lal/>

APPENDIX V

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSL-SS.pdf>

APPENDIX VII

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VIII

New Jersey Student Learning Standards for 21st Century Life & Careers

STANDARD 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX IX

New Jersey Student Learning Standards for Mathematical Practice

- SMP1** - Make sense of problems and persevere in solving them.
- SMP2** - Reason abstractly and quantitatively.
- SMP3** - Construct viable arguments and critique the reasoning of others.
- SMP4** - Model with mathematics.
- SMP5** - Use appropriate tools strategically.
- SMP6** - Attend to precision.
- SMP7** - Look for and make use of structure.

The entire standards document may be viewed at <https://www.nj.gov/education/aps/cccs/math/>

APPENDIX X

New Jersey Student Learning Standards for Science / Next Generation Science Standards: Science and Engineering Practices

- P1:** Asking Questions and Defining Problems
- P2:** Developing and Using Models
- P3:** Planning and Carrying Out Investigations
- P4:** Analyzing and Interpreting Data
- P5:** Using Mathematics and Computational Thinking
- P6:** Constructing Explanations and Designing Solutions
- P7:** Engaging in Argument from Evidence
- P8:** Obtaining, Evaluating, and Communicating Information

The entire standards document may be viewed at <https://ngss.nsta.org/PracticesFull.aspx>

APPENDIX XI

Integrated Accommodations and Modifications for Special Education Students, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed

Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop

Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models

Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples

Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME

Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time

ACADEMICS

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

Frequently check for understanding

Graphic organizers

Tracker

Slant board

Access to accurate notes

Additional time to complete tasks/long-term projects with adjusted due dates

Limit number of items student is expected to learn at one time

Break down tasks into manageable units

Directions repeated, clarified, or reworded

Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist

Target specific number of details and focus on organization with post-its

Accept late work/homework without penalty

Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)

SOCIAL/EMOTIONAL

Children's books addressing presenting problem

Student jots down presenting problem and erases when it goes away

Meet with guidance counselor

Student jots down presenting problem and erases when it goes away

Attendance plan

Utilize nurse during episodes of presenting problem

Provide short breaks

Attendance plan

Communication with parents

Assign "jobs" to reduce symptoms

Counseling check-ins

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting

Provide buddy system

Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working

SCHOOL REFUSAL/ELEVATED ABSENTEEISM

Attendance plan

GIFTED AND TALENTED STUDENTS

CURRICULUM

Acceleration

Compacting

Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

GEOMETRY WORKSHOP

School Westfield High School
Department Mathematics
Length of Course Full year
Grade Levels 9, 10, 11
Prerequisite Enrollment in Geometry
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

The Geometry Workshop course is designed to provide extra support for students taking Geometry. The Workshop curriculum is closely aligned with that of the Geometry course, in which students study concepts of Euclidean geometry through the analysis of two- and three-dimensional figures. They make, test and establish the validity of geometric conjectures using logical reasoning and deduction. In the Workshop course, there is increased opportunity for in-depth exploration and reinforcement of new geometric concepts as well as strengthening of fundamental algebraic skills. The small-group setting of the class enables students to receive targeted instruction on key geometric topics along with on-going practice of basic skills. Close collaboration of Geometry and Geometry Workshop teachers ensures that individual needs are identified and addressed.

The Workshop is intended for students who benefit from individualized instruction, frequent feedback from teachers and peers, and a methodical and hands-on approach to learning mathematics. Placement is based on performance in Algebra I and teacher recommendation.

II. OBJECTIVES

This curriculum fulfills Westfield Board of Education expectations for student achievement. Course objectives are aligned with the New Jersey Student Learning Standards for Mathematics, English Language Arts, Science, Technology, and 21st Century Life and Careers.

Students:

- A. Identify, understand and apply basic geometric concepts, including vocabulary, definitions, properties and notation

NJ Student Learning Standards for Mathematics G-CO, G-SRT, G-C, G-GPE, G-GMD, G-MG

NJ Student Learning Standards for Technology 8.1

- B. Use deduction and the laws of logic to establish the validity of geometric conjectures, prove theorems and critique arguments**
NJ Student Learning Standards for Mathematics G-CO, G-SRT, G-C, G-GPE, G-GMD, G-MG
NJ Student Learning Standards for Science P3, P6, P7
- C. Use coordinates to prove simple geometric theorems algebraically**
NJ Student Learning Standards for Mathematics G-GPE
NJ Student Learning Standards for Technology 8.1
- D. Construct, follow and critique basic geometric proofs**
NJ Student Learning Standards for Mathematics G-CO, G-SRT, G-C, G-GPE
NJ Student Learning Standards for Science P6, P7
- E. Use a variety of tools and methods to make formal geometric constructions**
NJ Student Learning Standards for Mathematics G-CO, G-C
NJ Student Learning Standards for Technology 8.1
- F. Represent and understand the effect of rotations, reflections, translations and dilations of geometric shapes**
NJ Student Learning Standards for Mathematics G-CO, G-SRT, G-MG
NJ Student Learning Standard for Technology 8.1
- G. Analyze properties and determine attributes of triangles, including congruence and similarity, make and test conjectures, and solve problems involving triangles**
NJ Student Learning Standards for Mathematics G-CO, G-SRT
NJ Student Learning Standards for Technology 8.1
- H. Apply properties of polygons and solve problems involving polygons**
NJ Student Learning Standards for Mathematics G-CO, G-SRT, G-GPE, G-MG
NJ Student Learning Standards for Technology 8.1
- I. Apply trigonometric ratios to solve problems involving right triangles**
NJ Student Learning Standards for Mathematics G-SRT
NJ Student Learning Standards for Technology 8.1
- J. Analyze properties and apply theorems about circles to solve problems**
NJ Student Learning Standards for Mathematics G-C
NJ Student Learning Standards for Technology 8.1
- K. Use formulas for perimeter, circumference, area and volume to solve problems involving basic geometric figures**
NJ Student Learning Standards for Mathematics G-GMD, G-GPE, G-MG
NJ Student Learning Standards for Science P5, P6, P7
NJ Student Learning Standards for Technology 8.1
- L. Apply geometric concepts in modeling situations**
NJ Student Learning Standards for Mathematics G-MG
NJ Student Learning Standards for Science P1, P2, P5, P6, P7
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1

M. Develop practices and dispositions that lead to mathematical proficiency.

NJ Student Learning Standards for Mathematics SMP1 - SMP8

NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5

NJ Student Learning Standards for Science P1, P2, P3, P5, P6, P7, P8

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for 21st Century Life and Careers 9.1

III. CONTENT, SCOPE AND SEQUENCE

The importance of mathematics in the development of all civilizations and cultures and its relevance to students' success regardless of career path is addressed throughout the secondary mathematics program. Emphasis is placed on the development of critical thinking and problem-solving skills, particularly using everyday contexts and real-world applications. (See Appendix VI for pacing)

A. Review of foundational algebraic concepts

1. Linear equations, inequalities and systems
2. Functions
3. Exponential expressions and equations
4. Quadratic expressions and equations
5. Radical expressions and equations
6. Rational expressions

B. Geometric structure

1. Inductive reasoning and conjectures
 - a. Comparisons between the concepts of deductive and inductive reasoning
 - b. Definitions and notation of point, line, distance along a line and distance around a circular arc
 - c. Definitions of basic geometric terms (angle, circle, perpendicular lines, parallel lines, line segment, ray and vertex)
 - d. Construction of geometric figures using a variety of tools and methods including technology
2. Rigid transformation
 - a. Transformations in the plane that preserve distance and angles, and those that do not
 - b. Rotations and reflections of polygons onto themselves
 - c. Definitions of rigid transformations (rotations, reflections, translations) using basic geometric terms
 - d. Rigid transformations with a specific sequence to carry the figure onto the image
 - e. Descriptions and predictions of rigid motions to transform figures
 - f. Definition of congruence through rigid transformations
3. Transformations and coordinate geometry
 - a. Coordinate proofs
 - b. Proofs of slope criteria for parallel and perpendicular lines
 - c. Identification of betweenness and collinearity of points
4. Deductive reasoning and proof
 - a. Application of postulates, theorems, definitions and undefined terms
 - b. Proofs of theorems about lines and angles

5. Conditional statements and converses
 - a. Identification of conditional statements and their hypotheses and conclusions
 - b. Converses of conditional statements and their truth
- C. Lines, angles and triangles
1. Lines and transversals
 - a. Informal arguments to establish facts about the angle sum and exterior angle of a triangle
 - b. Angle relationships created when parallel lines are cut by a transversal
 - c. Application of the AA theorem to prove similarity of triangles
 2. Properties of a triangle
 - a. Classification of triangles by angles and sides
 - b. Properties of isosceles and equilateral triangles
 - c. Construction of geometric shapes from given side lengths and/or angle measures
 - d. Ways to prove triangles are congruent
 - e. Triangle inequality theorem
 3. Special lines and points in triangles
 - a. Medians and altitudes of a triangle and their points of intersection
 - b. Points of concurrency on a triangle (in-center, circumcenter, centroid, orthocenter)
 - c. Properties of a midline of a triangle
 4. Congruent triangle postulates
 - a. Definition of congruent triangles using rigid transformations
 - b. Proof of congruence between two triangles if and only if corresponding pairs of sides and angles are congruent
 - c. Accurate notation to communicate correspondence between sides and angles of congruent triangles
 - d. Application of triangle congruence (ASA, SAS, SSS, AAS, HL)
 - e. Application of congruency and similarity to prove relationships in geometric figures
 5. Using congruent triangles
 - a. Application of corresponding parts of congruent triangles are congruent
 - b. Theorems resulting from congruence of triangles
 - c. Decomposition of complex diagrams to find congruent triangles
 - d. Application of congruence criteria to solve real-world and mathematical problems
 6. Constructions
 - a. Introduction to the principles for creating and analyzing formal geometric constructions using straightedge and compass
 - b. Exploration of geometric relationships through dynamic geometry software
 7. Pythagorean Theorem and the distance formula
 - a. Proofs of Pythagorean Theorem
 - b. Application of the Pythagorean Theorem to find the distance between two points in a coordinate plane
 - c. Pythagorean triples

- d. Conjectures about acute and obtuse triangles using the converse of the Pythagorean Theorem
- e. Use of the Pythagorean Theorem to solve problems involving right triangles

D. Similarity

1. Dilations
 - a. Recognition of dilations
 - b. Scale factors of dilation
 - c. Ratios and proportions involving dilations
2. Applications
 - a. Similar figure proofs using definition and theorems
 - b. Similarity of all circles
 - d. Dilation similarity
 - e. Missing values in similar figures
 - f. Application of theorems resulting from similarity
 - g. Application of similarity concepts to real-world applications involving proportionality
3. Right triangles and trigonometry
 - a. Use of similarity to show that trigonometric ratios are consistent for a given angle
 - b. Ratios for 30-60-90 and 45-45-90 triangles
 - c. Use of trigonometric ratios and their inverses to find missing sides of a right triangle
 - d. Use of calculators to determine the trigonometric ratios of a given angle and the angle for a given trigonometric ratio

E. Polygons

1. Classification of polygons as convex/concave and according to the number of sides
2. Application of formulas for the number of diagonals and the sum of the interior/exterior angles in a polygon
3. Application of the formulas for the measure of each interior/exterior angle in a regular polygon
4. Properties of quadrilaterals
5. Proofs of a parallelogram, kite, rectangle, rhombus, square, trapezoid or an isosceles trapezoid through formal and coordinate proofs

F. Circles

1. Algebraic representations of circles
2. Chords, arcs, central angles and inscribed angles
 - a. Relationships between central and inscribed angles and their intercepted arcs
 - b. Relationships between congruent central angles, their intercepted arcs, and their corresponding chords
3. Lines and segments related to circles
 - a. Properties of chords, tangent lines and secant lines to a circle
 - b. Relationships between the arcs and angles formed when tangent segments, secant segments and chords intersect a circle
 - c. Relationship between a tangent line to a circle and the radius drawn to the point of tangency

- d. Relationship between tangents, secants, and the lengths of related segments that they form with regard to a circle
- G. Area and perimeter
1. Modeling with geometry
 - a. Methods for finding the area of triangles, quadrilaterals, circles, segments of circles and irregular closed figures and solve related real world and mathematical problems
 - b. Identification of relationship between the ratios of the sides, perimeter and areas of similar figures
 2. Arc length and sector of a circle
 - a. Formula for the area and circumference of a circle
 - b. Application of the formula for the length of an arc to a circle using proportionality to the original circle's circumference
 - c. Application of the formula for the area of a sector of a circle using proportionality to the original circle's area
- H. Shapes in space
1. Relationships with 2-D and 3-D objects
 - a. Use of nets to represent 3-D figures
 - b. Calculation of surface area
 - c. Identification of the shape of a 2-D cross-section of a 3-D object
 - c. Identification of the 3-D object generated by rotation of 2-D object
 2. Prisms and cylinders
 - a. Computation of surface area and volume of prisms and cylinders
 - b. Description of objects using geometric shapes, their measures, and their properties
 3. Pyramids and cones
 - a. Computation of surface area and volumes of pyramids and cones
 - b. Description of objects using geometric shapes, their measures, and their properties
 4. Spheres
 - a. Computation surface area and volumes of spheres
 - b. Description of objects using geometric shapes, their measures, and their properties

IV. INSTRUCTIONAL TECHNIQUES

A variety of instructional approaches is employed to engage all students in the learning process and accommodate differences in readiness levels, interests and learning styles. Targeted instruction is based on individual student needs as evidenced by performance in previous math courses, input from the current Geometry teacher, and standardized test scores. Typical teaching techniques include, but are not limited to, the following:

- A. Teacher-directed whole group instruction and modeling of procedures
- B. Mini lessons or individualized instruction for reinforcement or re-teaching of concepts
- C. Guided investigations/explorations
- D. Modeling with manipulatives
- E. Flexible grouping
- F. Differentiated tasks
- G. Spiral review

- H. Independent practice
- I. Use of technology
- J. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Multiple techniques are employed to assess student understanding of mathematical concepts, skills, and thinking processes. These may include, but are not limited to, the following:

- A. Written assessments, including baseline and benchmark assessments
- B. Electronic data-gathering and tasks
- C. Informal daily assessment based on teacher observation and analysis of student work
- D. Formal assessment results reported by the Geometry teacher
- E. Performance on New Jersey Student Learning Assessment – Geometry

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support this curriculum:

- A. Opportunities to learn from and share ideas about teaching and learning mathematics with colleagues through meetings and peer observations, including collaborations between intermediate and high school teachers
- B. Collaboration with colleagues and department supervisor to discuss and reflect upon unit plans and assessment practices
- C. Planning time to develop and discuss the results of implementing differentiated lessons and incorporating technology to enhance student learning
- D. Attendance at workshops, conferences and courses that focus on relevant mathematic content, pedagogy, alternate assessment techniques or technology.

APPENDIX I

New Jersey Student Learning Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

SMP1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

SMP2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

SMP3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical

progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

SMP4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

SMP5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

SMP6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are

careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

SMP7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

SMP8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

New Jersey Student Learning Standards for Mathematical Content

Congruence G-CO

A. Experiment with transformations in the plane

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
4. Develop definitions of rotations, reflections, and translations in terms of angles, circles,

- perpendicular lines, parallel lines, and line segments.
5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- B. Understand congruence in terms of rigid motions
6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
 7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
 8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
- C. Prove geometric theorems
9. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
 10. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*
 11. Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*
- D. Make geometric constructions
12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
 13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles, and Trigonometry G-SRT

- A. Understand similarity in terms of similarity transformations
1. Verify experimentally the properties of dilations given by a center and a scale factor:
 - a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
 - b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
 2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
 3. Use the properties of similarity transformations to establish the AA criterion for two

- triangles to be similar.
- B. Prove theorems involving similarity
4. Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*
 5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
- C. Define trigonometric ratios and solve problems involving right triangles
6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
 7. Explain and use the relationship between the sine and cosine of complementary angles.
 8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*

Circles G-C

- A. Understand and apply theorems about circles
1. Prove that all circles are similar.
 2. Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
 3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
- B. Find arc lengths and areas of sectors of circles
5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations G-GPE

- A. Translate between the geometric description and the equation for a conic section
1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
- B. Use coordinates to prove simple geometric theorems algebraically
4. Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.*
 5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
 6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
 7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

Geometric Measurement and Dimension G-GMD

- A. Explain volume formulas and use them to solve problems
 - 1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*
 - 3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
- B. Visualize relationships between two-dimensional and three-dimensional objects
 - 4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Modeling with Geometry G-MG

- A. Apply geometric concepts in modeling situations
 - 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
 - 2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
 - 3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX II

New Jersey Student Learning Standards for English Language Arts

Anchor Standards for Reading:

NJSLSA.R7 – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words.

NJSLSA.R10 – Read and comprehend complex literary and informational texts independently and proficiently.

Anchor Standard for Writing:

NJSLSA.W1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Anchor Standards for Speaking and Listening:

NJSLSA.SL1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4 – Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5 – Make strategic use of digital and visual displays of data to express information and enhance understanding of presentations.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX III

New Jersey Student Learning Standards for Science/Next Generation Science Standards: Science and Engineering Practices

Practice 1 – Asking questions and defining problems

Practice 2 – Developing and using models

Practice 3 – Planning and carrying out investigations

Practice 4 – Analyzing and interpreting data

Practice 5 – Using mathematics and computational thinking

Practice 6 – Constructing explanations and designing solutions

Practice 7 – Engaging in argument from evidence

Practice 8 – Obtaining, evaluating, and communicating information

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX IV

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX V

New Jersey Student Learning Standards for 21st Century Life and Careers

STANDARD 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX VI

Instructional Resources and Pacing Guides

Instructional resource for Geometry Workshop: *Geometry*, Randall Charles et al, Pearson (2015).

This program includes hard copy and online resources in English and Spanish that include differentiation options for all students: those who are on-grade level and those who benefit from extra support and reinforcement, as well as students served by Special Services and the Gifted Education program.

Suggested pacing for Geometry Workshop:

Unit	# of teaching days
Tools of geometry	16
Reasoning and proof	16
Parallel and perpendicular lines	16
Congruent triangles	15
Relationships within triangles	8
Polygons and quadrilaterals	12
Similarity	5
Right triangles and trigonometry	16
Transformations	7
Area	13
Surface area and volume	15
Circles	13
Probability	5

APPENDIX VII

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plan(N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed

Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work

Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks

Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers

Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies

Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem

Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection

Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

UNITED STATES HISTORY II/ISSUES in 20th CENTURY
HISTORY: COURSE 4131

Schools..... Westfield High School
Department.....Social Studies
Length of Course One Year
Credit5
Grade Level.....11
Pre-requisiteU.S. I or U.S. I Honors
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

This course satisfies the second year of the state mandated United States history requirement. It is designed to analyze contemporary issues with an historical perspective. This course is organized around three essential questions designed to challenge students to consider history using abstract thinking. Each unit approaches the essential questions in a way that challenges students to demonstrate content mastery and mature historical thinking skills. Guided questions, primary readings and student inquiry anchor class discussions and learning activities. Students apply historical thinking skills that include comparing and contrasting content, identifying continuity and change over time, and periodization. Students develop advanced critical thinking skills such as historical interpretation and synthesis. Students arrive at meaningful interpretations of the past by applying all historical thinking skills. Students draw on ideas from different fields of inquiry or and creatively fuse different, relevant; and perhaps contradictory evidence from primary and secondary sources. Additionally, students apply insights about the past to other historical contexts or circumstances, including the present.

Throughout the year three units are explored: Economics, Foreign Policy, and Power. Within each unit, students are exposed to themes such as power, ideological struggle, national interests and national values. Students analyze the extent to which these themes have shaped United States history from 1914-present. Numerous sources of reference are utilized in the development of the units, and there is an increased emphasis on direct student engagement in the learning process. It is the intention of the course to help students refine their individual thinking processes and develop the participation skills necessary for active participation in the nation and the world.

II. OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards for Social Studies. These objectives also align with New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, and the New Jersey Competencies for Social Emotional Learning. The curriculum addresses inclusive history by incorporating events and contributions of marginalized groups outlined in the following laws; Amistad Law, Holocaust Law and LGBTQ & Persons with Disabilities Law.

Students:

- A. Analyze events in American history and connect them to the concerns of contemporary society
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Technology 8.1
NJ Competencies for SEL- Social Awareness
- B. Think critically about the American past and the impact of historical change over time on the lives and culture of a diverse United States society
NJ Student Learning Standards for Social Studies 6.1, 6.2
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, RH.11-12.4, RH.11-12.10, RH.11-12.2, RH.11-12.4, RH.11-12.6
NJ Student Learning Standards for Technology 8.1, 8.2
NJ Standards for Career Readiness, Life Literacies & Key Skills 9.4
NJ Competencies for SEL- Social Awareness
- C. Differentiate among competing international interests of the United States and assess foreign policy options available for each interest
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, RH.11-12.3, RH.11-12.5, RH.11-12.7, RH.11-12.9
NJ Student Learning Standards for Visual & Performing Arts 1.2
NJ Standards for Career Readiness, Life Literacies & Key Skills 9.4
- D. Analyze how the United States federal system of government attempts to resolve challenges presented by our dynamic American society
NJ Core Curriculum Content Standards for Social Studies 6.1, 6.2, 6.3
Common Core State Standards for Literacy in History/Social Studies RH.11-12.7
NJ Standards for Career Readiness, Life Literacies & Key Skills 9.4
NJ Competencies for SEL- Social Awareness, Responsible Decision-Making
- E. Evaluate how changing values, attitudes, and practices of American society impact upon the lives and culture of Americans
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, RH.11-12.2, RH.11-12.5, RH.11-12.6
NJ Student Learning Standards for World Languages 7.1
- F. Assess the changing roles and responsibilities of citizens in the United States
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.6
NJ Competencies for SEL- Social Awareness, Responsible Decision-Making

- G. Infuse the perspective of New Jersey in United States history as it relates to local and national affairs**
NJ Student Learning Standards for Social Studies 6.1, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.6
- H. Investigate ways in which the system of American capitalism has sought to maintain a constant rate of economic growth and a high level of affluence**
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Visual & Performing Arts 1.2
NJ Standards for Career Readiness, Life Literacies & Key Skills 9.4
- I. Assess political, economic and social issues confronting urban America within an historical perspective**
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects RH.11-12.6
NJ Competencies for SEL- Social Awareness, Responsible Decision-Making
- J. Compare, contrast, and evaluate contemporary attitudes, values and ideas with those of past generations**
NJ Student Learning Standards for Social Studies 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.2, RH.11-12.3, RH.11-12.6
- K. Weigh historical evidence and draw informed conclusions about the impact of violations of fundamental human rights**
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.1, WHST.11-12.2, WHST.11-12.10
NJ Standards for Career Readiness, Life Literacies & Key Skills 9.4
- L. Think conceptually about the persistence and prevention of human rights violations in the world today**
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.1, WHST.11-12.2, WHST.11-12.10
NJ Standards for Career Readiness, Life Literacies & Key Skills 9.4
NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills
- M. Use and interpret maps, statistical tables, political cartoons, and primary source materials to support findings and conclusions**
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.6, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9
NJ Student Learning Standards for Technology 8.1
NJ Standards for Career Readiness, Life Literacies & Key Skills 9.4
- N. Identify bias/point-of-view in primary and secondary documents/speeches**
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.6
- O. Extend research skills including note taking and the demonstration of research skills, both electronic and traditional**
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Standards for Literacy in History/Social Studies RH.11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10, WHST.11-12-10.1-9
NJ Student Learning Standards for Technology 8.1

- P. Demonstrate listening, public speaking, technological, and writing skills, as well as debate persuasive arguments which are necessary for their roles as informed citizens

NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.11-12.1-10

NJ Student Learning Standards for English Language Arts SL.9-10.1-6

NJ Student Learning Standards for Visual & Performing Arts 1.2

NJ Student Learning Standards for Technology 8.1

NJ Standards for Career Readiness, Life Literacies & Key Skills 9.4

NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills

- Q. Display a knowledge, understanding, and practical use of the library/media center resources as they relate to the course content.

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies WHST.9-10.7, WHST.9- 10.8

NJ Student Learning Standards for Technological Literacy 8.1

NJ Standards for Career Readiness, Life Literacies & Key Skills 9.4

NJ Competencies for SEL- Self-Awareness, Self- Management, Responsible Decision-Making

III. CONTENT, SCOPE AND SEQUENCE

This course provides students with an academic experience that prepares them to be active participants in their 21st Century world. Emphasis is placed on significant international, political, social and economic issues and their connection with historical antecedents as well as their interconnection with the modern period.

The scope of the course offers students the opportunity to reflect upon the evolution of contemporary conditions as well as assessing issues confronting the nation today. Research and writing skills are further developed through the submission of various projects throughout each semester.

Each unit begins with a thematic question whose exploration demonstrates the significance of the content, and is followed by guiding content questions and core concepts that students master through gathering and evaluating sources and developing claims by using the evidence. Students are prepared to communicate their beliefs of historical events accurately through the use of evidence. In order to satisfactorily answer the questions, student responses must demonstrate mastery of concrete and abstract concepts and connections. Further, they are prepared to be informed citizens with the understanding of their civil responsibilities as democratic citizens.

- A. Unit One: Economics and Society- 1914-Present (suggested time 9 weeks)

Essential Question: How has economic prosperity, or decline, shaped the opportunities of individuals, groups, or societies?

1. How do political and social factors shape how a society answers the fundamental questions of economics?
 - a. basic characteristics of capitalism
 - b. economic philosophy and systems
 - c. economic growth as a national goal relative to affluence
 - d. evolution of a mixed economy

2. How is the health of an economy assessed?
 - a. levels of economic growth and affluence in the United States
 - b. patterns of growth and affluence in United States history
3. Does economic solvency shape decisions of individuals, groups, and the US Government?
 - a. agricultural overproduction and under consumption
 - b. International Financial System
 - c. immigration policy
 - d. Great Migration
 - e. prohibition
 - f. “The New Woman”
4. What is the role of the US Government in regulating the US Economy?
 - a. policy actions of the US Government in the 1920’s and 1930’s
 - b. interwar period
 - 1) assembly line
 - 2) consumer economy & social implications
 - 3) stock market speculation
 - 4) Laissez-Faire economics
 - c. Great Depression
 - 1) Social Implications
 - 2) Banks
 - 3) New Deal (direct government intervention in the economy)
5. How has the US Government responded to the business cycle since 1945?
 - a. 1970’s Oil Crisis
 - b. 1980’s Reaganomics
 - c. internet bubble
 - d. 2008 financial collapse

B. Unit Two: International Issues- Continuity, Change & Controversy in Foreign Policy- 1939-Present (suggested time 13 weeks)

Part I (1939-1955)

Essential Question: How did the world change between 1939-1955 thereby shaping future foreign and domestic policy choices?

1. Nationalist vs. internationalist foreign policy
 - a. national interest and its relevance to foreign policy
 - b. relationship of each of the following to the principal of national interest
 - 1) power
 - 2) security
 - 3) freedom
 - 4) territorial expansion

- 5) economic investment
 - 6) revenge
 - 7) prestige
 - 8) idealism: peace, justice, humanitarianism
2. World War II
- a. How did Mussolini and Hitler use the democratic process to create an authoritarian regime?
 - b. How did the United States utilize propaganda to aid the war effort domestically?
 - c. How does this issue of national security and individual rights reflect Japanese Internment?
 - d. What strategies are used to win the war in Europe and the Pacific?
 - e. Human Rights
 - 1) path to genocide
 - 2) Holocaust
 - 3) creation of UN
 - 4) genocide post WWII
 - a) Yugoslavia
 - b) Rwanda
 - c) Darfur
 - d) Cambodia
3. Cold War
- a. What were the political, social and cultural expectations post WWII
 - b. What national interests and values explained United States actions in the Cold War?
 - 1) ideological differences between communism and capitalism
 - 2) Truman Doctrine
 - 3) Marshall Plan
 - 4) Berlin Crisis
 - 5) Korean War
 - 6) McCarthyism

Part II (1956 - Present)

Essential Question: How does foreign policy shape the culture, politics and economics of the United States from 1956-present?

- 4. How does Cold War foreign policy shape culture?
 - a. 1950's white suburbia
 - b. television
 - c. conformity
 - d. religion
 - e. counterculture
 - f. protest/unrest

5. How did the international struggle between colonialism and nationalism affect United States foreign policy during the Cold War?
 - a. Cuban Missile Crisis
 - b. the Iranian overthrow of the shah
 - c. Central America
 - d. The Middle East
 - e. China
 - f. Southeast Asia
 - g. Africa
 - h. Vietnam
6. How to develop foreign policy when a conflict of nationalism and sectionalism exist internationally?
 - a. United States as “international policeman”
 - b. involvement in Iraq/Afghanistan/Syria/Libya
 - c. relationship with Russia
 - d. September 11/Pearl Harbor

C. Unit Three: Power Unit-1950 – Present (suggested time 13 weeks)

Essential Question: Can a just and inclusive society be achieved in the United States?

1. How do we define power, privilege, prejudice, stereotypes, exploitation of difference, stereotypes, society and oppression?
 - a. minority group
 - b. dominant group
 - c. disability
 - d. ethnicity
 - e. race
 - f. nationality
 - g. prejudice
 - h. discrimination
 - i. stereotype
 - j. social class/category
 - k. racism
 - l. personal racism
 - m. institutional racism
 - n. sexism
 - o. ageism
2. What factors contributed to creating the ‘ideal time’ to fight exploitation of difference based on race in the 1950s?
 - a. institutional racism in the United States
 - 1) slavery
 - 2) Reconstruction

- 3) redemption
- 4) Plessy v Ferguson and Jim Crow
- 5) de facto segregation and discrimination in the North
- b. ideas of freedom and democracy over tyranny during WWI, WWII, and the Cold War
- c. Desegregation of military
3. How did the three branches of government both contribute to and hinder African Americans fighting racial exploitation of difference?
 - a. Constitutional powers of the president/governor
 - b. challenges of federalism
 - 1) massive resistance
 - 2) use of national guard
 - 3) States' Rights as an argument
 - c. Judicial Branch
 - 1) Brown v Board of Education
 - 2) Loving v Virginia
 - 3) Shelby County v Holder
 - d. Executive Branch
 - 1) Response of the executive branch to State and Federal inaction
 - a) Little Rock
 - b) James Meredith and Mississippi University
 - c) sit-ins
 - d) Freedom Rides
 - e. Legislative Branch
 - 1) national attention to movement created by media forcing legislative action
 - a) Emmett Till
 - b) Birmingham
 - c) March on Washington
 - d) Chaney, Goodman and Schwerner
 - e) Selma
 - 2) legislative response
 - a) Civil Rights Act of 1964
 - b) Voting Rights Act of 1965
 - c) Civil Rights Act of 1968
 - d) Federal Housing Act of 1968
 - 3) effectiveness of the legislative response
4. To what extent did the non-violent and black power movements achieve their stated objectives?
 - a. shifting cultural mindsets
 - b. shifting institutional mindsets

5. How were the lessons of the African American civil rights movement used by other movements challenging systems of power?
 - a. Why do individuals and groups deviate from the consensus?
 - b. In what way(s) do groups garner grassroots support?
 - c. What constitutes success?
 - d. Counter Culture
 - e. “Invisible Man”
 - f. The Beat Generation
 - g. Womens’ Liberation
 - h. LGBTQIA +

IV. INSTRUCTIONAL TECHNIQUES:

A variety of instructional techniques are utilized that encourage students to become active participants in the learning process and accommodate the readiness levels, interests and learning styles of all learners. Examples include but are not limited to:

- A. Cooperative group work, inquiry questioning, discussion, independent research and lecture
- B. Emphasis is placed on the use of textual materials, supplemented with a variety of documentary materials drawn from sources such as newspapers, magazines, books or websites. Other sources of materials can include maps, graphs, charts, political cartoons, statistical data, and other related resources. These resources should be utilized to prepare for written and oral presentations
- C. Teachers require students to take an active role in the development of their knowledge through activities such as debates, community projects, role-playing, slide show presentations, seminars, and panel discussions
- D. Teachers utilize community resources to enhance the classroom experience.

V. EVALUATION

A variety of assessments are used to evaluate student progress toward the stated objectives. Evaluation methods reflect the curricular goals and philosophy of the social studies program. Such methods include but are not limited to:

- A. Baseline and benchmark assessments
- B. Critical analysis of history, economics, politics, and government through active participation in classroom activities such as small or large group discussion, role-playing, or presentations of varying styles

- C. Analytical essays are modeled after text based evidence and evaluation standards established by the Common Core State Standards for Literacy in History/Social Studies
- D. Analysis, critique, and explanation of historical and current sources and interpretations of trends in world/U.S. history
- E. Weighing primary historical evidence and drawing informed conclusions about the course content
- F. Reading, deducing and applying information obtained from maps, tables, charts, pictorial and graphic materials
- G. Completion of research-based projects and assignments that correctly document all sources consulted in the course of research
- H. Applying ideas from the course to take informed action initiatives and service learning assignments centered around citizenship
- I. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

VI. PROFESSIONAL DEVELOPMENT

The following professional development activities support the curriculum:

- A. Professional development workshops and in-service training for continual growth and expertise in content material and exposure to trends and strategies that will aid in instruction of this curriculum
- B. Teachers are provided with opportunity to preview educational resources relevant to this curriculum during the school year
- C. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework, and assessment
- D. Opportunities for collegial sharing of lesson ideas and instructional strategies are provided
- E. Teachers are afforded the opportunity to attend conferences specifically designed for advanced learning strategies.

APPENDIX I

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1: (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2: (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3: (Active Citizenship in the 21st-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX II

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX III

New Jersey Student Learning Standards for Literacy in History/Social Studies

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.11-12.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies

RH.11-12.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

RH.11-12.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.11-12.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.11-12.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.11-12.9 Compare/contrast treatments of the same topic in several primary and secondary sources.

RH.11-12.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

WHST.11-12.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

APPENDIX IV

New Jersey Student Learning Standards for Visual & Performing Arts

STANDARD 1.2: (History of the Arts and Culture) all students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX V

New Jersey Student Learning Standards for World Languages

STANDARD 7.1: (World Languages) all students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

New Jersey Student Learning Standards for Technology

STANDARD 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VII

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

STANDARD 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

APPENDIX VIII

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The entire standards document may be viewed at <https://www.state.nj.us/education/students/safety/sandp/sel/>

APPENDIX ??

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps

Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator

Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals

Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time

Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions

Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>

<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>
<u>SIOP COMPONENTS AND FEATURES</u>
PREPARATION
Write content objectives clearly for students
Write language objectives clearly for students
Choose content concepts appropriate for age and educational background levels of students
Identify supplementary materials to use
Adapt content to all levels of students proficiency
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
BUILDING BACKGROUND
Explicitly link concepts to students' backgrounds and experiences
Explicitly link past learning and new concepts
Emphasize key vocabulary for students
COMPREHENSIBLE INPUT
Use speech appropriate for students' proficiency level
Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers

Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system

Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan

Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study

Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

UNITED STATES HISTORY I/DEFINING the IDENTITY of the UNITED STATES: COURSE 4121

Schools..... Westfield High School
Department.....Social Studies
Length of Course Full Year
Credit5
Grade Level.....10
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

This is the first of two required courses designed to meet the state mandate for United States study and New Jersey history. This course is organized around the theme of identity. Students engage in an in-depth analysis of United States history encompassing the Colonial period through the early 20th century. Using an inquiry based approach; students are guided to consider how the nation developed its identity and continues to redefine itself over time, both domestically and internationally. Multiple sources of reference, both primary and secondary, are utilized in the development of the theme with an emphasis on direct student engagement in the learning process. Guided questions, primary readings and student inquiry anchor class discussions. Students utilize and develop essential historical thinking skills such as comparing and contrasting content, identifying continuity and change over time and periodization, as well as cause and effect. This course is designed to improve students' analytical reading and writing skills, and to employ extended research projects and outside reading assignments to help students develop stronger synthesis skills and develop the participation skills for active involvement in their nation and the world. Students are expected to grow and hone these skills throughout the year as they become more independent learners.

II. OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards for Social Studies. These objectives also align with New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies, and Key Skills, and the New Jersey Competencies for Social Emotional Learning. The curriculum addresses inclusive history by incorporating events and contributions of marginalized groups outlined in the following laws; Amistad Law, Holocaust Law and LGBTQ & Persons with Disabilities Law.

Students:

A. Think constructively about the role of the United States in the ever changing world and the responsibility of its citizens in shaping the identity of the United States

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.1, 2, 3, 4, 5, 6, 7, 8, 9,10

NJ Student Learning Standards for World Language 7.1

NJ Competencies for SEL- Responsible Decision-Making

B. Differentiate among competing international interests of the United States and assess Foreign policy options available for each interest

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies WHST.9-10.1-10

NJ Student Learning Standards for English Language Arts SL.9-10.1-6

NJ Student Learning Standards for World Language 7,1

NJ Standards for Career Readiness, Life Literacies & Key Skills 9.4

C. Assess the causes for the global conflict between the United States and her international neighbors

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies WHST.9-10.1-10

NJ Student Learning Standards for English Language Arts SL.9-10.1-6

NJ Student Learning Standards for World Language 7,1

NJ Standards for Career Readiness, Life Literacies & Key Skills 9.4

D. Examine the evolution of the United States federal system of government in its adaptation to the challenges presented by our dynamic society

NJ Student Learning Standards for Social Studies 6.1, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.2, 10.6

E. Interpret and apply meaning to the powers of each branch of government, and evaluate how these powers affect the individual and citizenry

NJ Student Learning Standards for Social Studies 6.1, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.1, 2, 3, 4, 5, 6, 7, 8, 9,10

F. Assess the role of leadership in shaping national identity

NJ Student Learning Standards for Social Studies 6.1, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.1, 2, 3, 4, 5, 6, 7, 8, 9,10

G. Determine turning points in United States history and determine the impact upon contemporary society

NJ Student Learning Standards for Social Studies 6.1

NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.1, 2, 3, 4, 5, 6, 7, 8, 9,10

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

H. Enhance and display their comprehension of individual rights, privileges, and responsibilities as defined by the *United States Constitution* and the *Constitution of the State of New Jersey* and demonstrate the application to their lives

NJ Student Learning Standards for Social Studies 6.1, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.1, 2, 3, 4, 5, 6, 7, 8, 9,10

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

- I. Demonstrate how changing values, attitudes, and practices impact upon the lives and culture of a diverse United States society
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.1, 2, 3, 4, 5, 6, 7, 8, 9, 10
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for World Language 7.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1
NJ Core Competencies for SEL- Social Awareness
- J. Explain how the quest for economic opportunity helps to define the United States identity
NJ Student Learning Standards for Social Studies 6.1, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies WHST.9-10.1-7
NJ Student Learning Standards for English Language Arts SL.9-10.1-6
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
- K. Infuse the perspective of New Jersey in United States history as it relates to local and national affairs
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Visual & Performing Arts 1.2
NJ Student Learning Standards for Technology 8.1
- L. Analyze and interpret maps, statistical tables, political cartoons, pictorial and graphic materials to support findings and conclusions
NJ Student Learning Standards for Social Studies 6.1, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.1-10, WHST.9-10.1-9
NJ Student Learning Standards for English Language Arts SL.9-10.1-6
NJ Student Learning Standards for Visual & Performing Arts 1.2
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
- M. Identify bias/point-of-view in primary and secondary documents/speakers
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
NJ Student Learning Standards for Technology 8.1
NJ Core Competencies for SEL- Social Awareness, Responsible Decision-Making
- N. Extend research skills; including note taking and the demonstration of research skills, both electronic and traditional
NJ Student Learning Standards for Social Studies 6.1, 6.2
NJ Student Learning Standards for Literacy in History/Social Studies RH 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, WHST.9-10.1-9
NJ Student Learning Standards for Technology 8.1
- O. Demonstrate listening, public speaking, technological, and writing skills, as well as debate persuasive arguments which are necessary for their roles as informed citizens
NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-10.1-10
NJ Student Learning Standards for English Language Arts SL.9-10.1-6
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills

- P. Synthesize multiple sources of historic information into well written essays, projects, and presentations that rely on analyzing both primary and secondary source documents

NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-10.1-10
NJ Student Learning Standards for English Language Arts SL.9-10.1-6
NJ Student Learning Standards for Visual & Performing Arts 1.2
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills

- Q. Display a knowledge, understanding, and practical use of the library/media center resources as they relate to the course content

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-10.7, WHST.9-10.8
NJ Student Learning Standards for Technological Literacy 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

- R. Work cooperatively in various activities relative to the course.

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-10.7, WHST.9-10.8
NJ Student Learning Standards for Technological Literacy 8.1
NJ Student Learning Standards for Career Education and Consumer, Family and Life Skills 9.4
NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills

III. CONTENT, SCOPE AND SEQUENCE

This course focuses on the development of identity as a member of household, community, state, nation, and the world. Using this paradigm, the study of the period between the mid 1700's and the early 1900s is developed. Emphasis is placed upon the need to continually redefine identity over the passage of time and the changing demands of society.

Throughout the year, students study the domestic and international developments of the United States; within the chronological study, teachers determine when it is appropriate to integrate domestic and international history.

The scope of the course offers students the opportunity to reflect upon the factors that impact upon the ways in which identity is formed and transformed over time and changing conditions. **The following essential questions are continually revisited over the scope of the course:**

- Who are we?
- Where do we live? How does our environment shape our identity? (demography as well as geography)
- Who / what helps to shape identity and gives it definition at local, state, national, and international levels?
- What values and interests define us; what is their origin?
- What role does our pluralistic heritage play in shaping emerging values and interests?

- Who are dominant/minority groups? How does having power shape identity?
- What factors have caused continuity and change in identity, values, and interests over time?
- How has this identity evolved as a result of domestic and foreign challenges?

The content of this course is studied in depth through the use of textual and monographic materials. Emphasis is placed on social studies practices, historical interpretation and developing knowledge of historiography in addition to solid factual knowledge using multiple sources.

Reading primary source documents and critiquing them individually or in cooperation with others are considered essential skills in this course. Research and writing skills are further developed through the submission of various projects throughout each semester. A minimum of one major project is required each semester. Projects can be, but are not limited to, thesis papers. The expectation is that students will be self-guided in completing research for projects.

The curriculum is developed through the use of essential questions that promote reflection upon the topics under study. In order to satisfactorily answer the questions, student responses must demonstrate knowledge of and a facility to apply information acquired through a study of the sub topics.

A. Creating Constitutions mid 1700's-1820's (suggested time 7 weeks)

1. How does the social and cultural diversity of the 18th century United States shape a unique identity? Consider, for example:
 - a. demographic data
 - b. geography as it impacts upon social development and regionalization
 - c. interactions between groups (Native American, European, Africans)
2. To what extent has the United States political structure been influenced by the ideas of classical and modern philosophers? Consider, for example:
 - a. Plato
 - b. Thomas Hobbes
 - c. John Locke
 - d. Montesquieu
 - e. Voltaire
 - f. Rousseau
 - g. Beccaria
3. How did the influences of culture and heritage help define the forms of governance used in the early years? Consider, for example:
 - a. monarchy
 - 1) absolute
 - 2) constitutional
 - b. republican forms
 - c. direct democracy
 - d. confederal
 - e. federal
 - f. unitary

4. How did the experience (i.e. of the colonial period and the American Revolution shape the first constitutions, state and central? Consider, for example:
 - a. Mayflower Compact
 - b. Fundamental Orders of CT
 - c. Toleration Act (MD)
 - d. New Jersey's colonial constitution
 - e. Articles of Confederation
 - f. The Constitutional Convention and *United States Constitution*
 - 1) Philadelphia Convention
 - 2) Conflict resolution in a representative assembly
 - 3) *United States Constitution* as a revolutionary document
 - 4) Role of the press in shaping public sentiment regarding the *Constitution* and helping to define the emergence of political parties
 - 5) *United States Constitution* and *NJ Constitution* as an embodiment democratic principles and help to create and define a national identity
- B. Creating a Nation 1790's-1820's (suggested time 6 weeks)
1. How does emerging nationalism of the 1790's – 1820's help to define political identity, the economy, individual liberty, and expanding sense of cultural identity of the United States?
 - a. key terms and principles
 - 1) country
 - 2) nation-state
 - 3) sovereignty
 - 4) nationalism
 - 5) territorial integrity
 - 6) national interest
 - 7) patriotism
 - b. role of political leadership as agents in defining nationalism
 - c. economic issues that help develop national identity
 - d. expanding national identity shapes cultural growth
 2. By the 1820's, to what degree has the ratification of the Constitution resolved the question of the division of power between the states and central government?
- C. National Consolidation- A Building Block to Identity 1780's-1820's (suggested time 5 weeks)
1. Introduction to International Relations
 - a. What is the vocabulary essential to discussing international policy?
 - 1) state
 - 2) nation
 - 3) sovereign
 - 4) nationalism
 - 5) power
 - 6) national security
 - 7) national interest
 - 8) diplomacy
 - 9) Realpolitik

- 10) bipartisan policies
- 11) superpower
- b. How does our United States Constitution define our nation's role in world affairs?
- c. Who are the key participants in designing the nation's role and how do they carry out their roles?
 - 1) President
 - 2) Secretary of State
 - 3) Secretary of War/Defense
 - 4) Congress
 - 5) Political Parties
 - 6) Mass media
- d. How do a nation's values and national interests define its policies relative to other nations?
 - 1) national interest and its relevance to the formulation of a nation's foreign policy
 - 2) compatibility of values and interests
- e. What basic policies have we pursued over time?
 - 1) isolation
 - 2) neutrality
 - 3) imperialism
 - 4) collective security
- f. How do the national interests we pursued help to define our policies toward other nations?
- 2. What are the national interests of the United States in this era?
 - a. Why is the pursuit of national security important for a young nation?
 - b. How does the need/desire for security influence our foreign policy decisions in this period? Consider the following historical events:
 - 1) ending the war with England, 1783-1812
 - 2) establishing boundaries 1790's
 - 3) Barbary Coast pirates 1800's
 - 4) Louisiana Purchase 1803
 - 5) Canadian boundary 1818 -1822
 - 6) Transcontinental Treaty (Adams-Onis) 1819
 - c. How does the pursuit of national interest(s) impact upon minority groups in society? Consider, for example:
 - 1) Native Americans
 - 2) African-Americans
 - 3) Women
 - d. To what extent does the United States achieve its goal; how does the implementation of this policy further the development of United States international identity by the 1820's?

D. Challenges of a Maturing Nation 1830's -1870's (suggested time 11 weeks)

1. Age of Jackson

- a. How is the balance shifting between nationalism and sectionalism during the period 1830's-1870's?
- b. How has the identity of the U.S. /N.J. change over the passage of time and the establishment of a young nation?
- c. How is the United States becoming more democratic in the 1820's and 30's?
- d. How does the struggle against political privilege broaden into a fight against economic privilege? Consider the following;
 - 1) tariff debates
 - 2) national unity
- e. How did differing sectional/regional political values make national compromise difficult? Consider the following;
 - 1) continuing controversy over the compact and contract theories of government (nullification), what did the controversy have to do with sectionalism?
 - 2) impact of westward expansion; what were some of the issues about expansion?
 - 3) debate over the extension of the institution of slavery
 - 4) debate over Indian removal
 - 5) debates over strict and loose construction of the Constitution; what really motivated these vetoes?
- f. What values and interest presented challenges to us as a maturing nation?
 - 1) How minority groups either seeking to bring about change in society or were impacted by changes in society at both the state and national levels?
 - 2) To what degree did these varied groups achieve success?

2. Continentalism

- a. What were the national interest(s) of the US in this era? Who defined the national interests?
- b. Why was the pursuit of territorial expansion important for a developing nation's identity?
- c. What were the costs for pursuing a territorial expansionist policy? Consider and take notes on how the drive for expansion impacted indigenous population groups
- d. How did the need/desire for territorial expansion influence our foreign policy decisions in this period?
 - 1) expansion to the Pacific (manifest destiny)
 - 2) extending influence to Latin American (Monroe Doctrine)
 - 3) Annexation of Texas (1845)
 - 4) establishing the Oregon boundary (1846)
 - 5) Mexican War/Mexican Cession (1848)
 - 6) Gadsden Purchase (1853)

- e. To what extent did the US achieve its goal of establishing a continental identity?
 - f. How did the implementation of this policy further the development of the US international identity by the 1880's?
3. Slavery, Civil War and Reconstruction
- a. How does the debate over the institution of slavery make national compromise difficult?
 - b. To what extent does the Civil War result from the challenges of sectionalism and threaten to destroy national identity? Consider, for example successes/failures of;
 - 1) Missouri Compromise
 - 2) Compromise Tariff of 1833
 - 3) Compromise of 1850
 - 4) Kansas Nebraska Act
 - c. the Union (North) and the Confederacy (South)
 - d. What is the impact of the Civil War on the varying regions of the United States?
 - e. To what degree did the period of Reconstruction following the Civil War eliminate or maintain sectional division in the United States/New Jersey? Consider, for example:
 - 1) goals and terms of both Presidential and Congressional Reconstruction
 - 2) reasons for ending Reconstruction prior to attaining its goals
 - 3) successes and failures of Reconstruction
 - 4) impact of Reconstruction on race relations in the United States
- E. Building our Identity 1880's-1910's (suggested time: 3 weeks)
- 1. How has the identity of the United States/New Jersey changed over the passage of time and the establishment of a national identity? Consider, for example;
 - a. geography/demography of the United States/New Jersey
 - b. dominant/minority groups in society
 - 2. What values and interests present challenges to the United States as a rising nation?
 - a. rise of industrial and finance capitalism shape the economic, social and political climate in the late 19th and early 20th centuries
 - 1) factors that led to the economic success of industrial and finance capitalism in the U.S. after 1877
 - 2) economic impact of the rise of business monopoly
 - b. political impact defined by government relationships with Big Business (on all levels)
 - 1) tariff policies
 - 2) corruption (e.g. Crédit Mobilier, Whiskey Ring, machine politics
Boss Tweed- NY, Frank Hague- Jersey City, NJ)
 - c. social impact of the changing economy
 - 1) historic —yeomanll farmer
 - 2) working class
 - 3) minority members of society
 - d. impact that development had on the physical environment during the late Nineteenth century

- e. degree to which workers and farmers were able to improve their status in the changing economic/political climate of the late 19th and early 20th Centuries
 - 1) successes/failures of earliest attempts at labor unionization
 - 2) successes/failures of farming alliances
 - 3) the role of the Independent Treasury system in maintaining an adequate
 - 4) money supply
 - 5) Pendleton Civil Service Act 1883
 - 6) Interstate Commerce Act 1887
 - 7) Sherman Anti-Trust Act 1890

F. Progressivism 1890-1920 (suggested time 2 weeks)

- 1. Was the role of government altered by the social, political, and economic reforms of the early 20th century Progressive Movement?
 - a. To what extent was the role of government altered by the social, political, and economic reforms of the early 20th century progressives? Consider for example;
 - 1) degree to which progressivism and organized interest groups reflected the choices of Americans
 - 2) Muckrakers
 - 3) political reforms
 - 4) feminist reforms
 - 5) labor reforms
 - 6) African American advocacy groups
 - b. degree to which the efforts to reform the worse abuses of industrial and finance capitalism were successful in establishing a foundation for regulated capitalism and the welfare state
 - 1) policies for reform under the leadership of Teddy Roosevelt
 - 2) policies for reform under the leadership of William Howard Taft
 - 3) policies for reform under the leadership of Woodrow Wilson

G. Imperialism-Projecting our Identity Overseas 1898-1917 (suggested time 2 weeks)

- 1. What are the national interests of the United States in this era?
- 2. Why is the pursuit of economic investment and power important in extending the nation's identity abroad?
- 3. How does the need/desire for economic investment and power influence our foreign policy decisions in this period?
- 4. Does the United States have a duty to fight for freedom in neighboring countries?
- 5. How does United States foreign policy influence other nations? Consider, for example;
 - a. Spanish-American War
 - b. annexation of Hawaii, Puerto Rico, Philippines
 - c. Open Door Policy
 - d. Roosevelt Corollary
 - e. Latin American intervention 1911-1934
- 6. To what extent does the United States achieve its goals; how does the implementation of this policy further the development of the United States international identity by the 1910's?

IV. INSTRUCTIONAL TECHNIQUES:

A variety of instructional techniques are utilized that encourage students to become active participants in the learning process and accommodate the readiness levels, interests and learning styles of all learners. Examples include but are not limited to:

- A. Cooperative group work, inquiry questioning of interlocking and mutually reinforcing elements that speak to the intersection of ideas and learners through discussion, independent research and lecture
- B. Emphasis is placed on the gathering of, evaluating of, and using primary source materials to supplement text material. Other sources of materials can include maps, graphs, charts, political cartoons, statistical data, and other related resources. These resources are utilized to prepare for written and oral presentations
- C. Students are expected to take an active role in the development of their knowledge through activities such as developing claims, debates, community projects, role-playing, slide show presentations, seminars, research projects, and panel discussions in order to become active and engaged citizens
- D. Community resources are utilized to enhance the classroom experience
- E. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

A variety of assessments are used to evaluate student progress toward the stated objectives. Evaluation methods reflect the curricular goals and philosophy of the social studies program. Such methods include but are not limited to:

- A. Baseline and benchmark assessments
- B. Critical analysis of history, economics, politics, and government through active participation in classroom activities such as small or large group discussion, role-playing, or presentations of varying styles
- C. Analytical essays are modeled after text based evidence and evaluation standards established by the Common Core State Standards for Literacy in History/Social Studies
- D. Analysis, critique, and explanation of historical and current sources and interpretations of trends in world/U.S. history
- E. Weighing primary historical evidence and drawing informed conclusions about the course content

- F. Reading, deducing and applying information obtained from maps, tables, charts, pictorial and graphic materials
- G. Completion of research-based projects and assignments that correctly document all sources consulted in the course of research
- H. Applying ideas from the course to take informed action initiatives and service learning assignments centered around citizenship.

VI. PROFESSIONAL DEVELOPMENT

The following activities support the curriculum:

- A. Professional development workshops and in-service training for continual growth and expertise in content material and exposure to trends and strategies that will aid in the instruction of this curriculum
- B. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework, and assessment
- C. Opportunities for collegial sharing of lesson ideas and instructional strategies are provided
- D. Teachers are provided with opportunity to preview educational resources relevant to this curriculum during the school year
- E. Teachers are afforded the opportunity to attend conferences specifically designed for advanced learning strategies

APPENDIX I

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1: (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2: (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3: (Active Citizenship in the 21st-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX II

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX III

NJ Student Learning Standards for Literacy in History/Social Studies

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9 Compare/contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

WHST.9-10.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

APPENDIX IV

New Jersey Student Learning Standards for English Language Arts

ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING

SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

APPENDIX V

New Jersey Student Learning Standards for Visual & Performing Arts

STANDARD 1.2: (History of the Arts and Culture) all students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

New Jersey Student Learning Standards for World Languages

STANDARD 7.1: (World Languages) all students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VII

New Jersey Student Learning Standards for Technology

STANDARD 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VIII

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

STANDARD 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

APPENDIX IX

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following:
understand
and manage emotions; set and achieve positive goals; feel and show empathy for others; and
make
responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can
result
in positive behaviors, increased academic success, and caring communities.

The entire standards document may be viewed at <https://www.state.nj.us/education/students/safety/sandp/sel/>

APPENDIX X

**Integrated Accommodations and Modifications for Special Education
Students, English Language Learners, Students at Risk of School
Failure, Gifted and Talented Students, and Students with 504 Plans
(N.J.A.C. 6A: 8)**

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed

Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work

Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests

Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)**ACADEMICS**

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

Frequently check for understanding

Graphic organizers

Tracker

Slant board

Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework

Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents

Assign "jobs" to reduce symptoms

Counseling check-ins

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Group directions 1 step at a time

Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

UNITED STATES HISTORY I HONORS/DEFINING the IDENTITY of the UNITED STATES: COURSE 4123

Schools..... Westfield High School
Department.....Social Studies
Length of Course Full Year
Credit5
Grade Level.....10
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

This is the first of two required courses designed to meet the state mandate for United States study and New Jersey history. This honors level course is organized around the theme of identity. Students engage in an in-depth analysis of United States history encompassing the Colonial period through the early 20th century. Using an inquiry based approach; students are challenged to consider how the nation developed its identity and continues to redefine itself over time, both domestically and internationally. Numerous sources of reference, both primary and secondary, are utilized in the development of the theme with an emphasis on direct student engagement in the learning process. Primary readings and student inquiry anchor class discussions with the expectation that students complete outside research on the historic theme/time period under study. Students utilize and develop essential historical thinking skills such as comparing and contrasting content, identifying continuity and change over time and periodization, as well as cause and effect.

This course is designed for students who have demonstrated exceptional analytical reading and writing skills. Students are expected to extend their work to a deeper level. Over the course of the year honors students are expected to be self-sufficient learners who are self-motivated, and who display the willingness to take intellectual risks, to challenge commonly held beliefs in written work and discussion, to accurately assess his/her own learning, and to demonstrate effective time management skills. It is the intention of this course to employ extended research projects and outside reading assignments to help students refine their thinking processes and extend skills needed for more advanced study in the discipline of history. Historical argumentation, analyzing evidence, historical interpretation, contextualization, and synthesis comprise the skills students are expected to practice and hone throughout the year as they become more independent learners.

II. OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards for Social Studies. These objectives also align with New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies, and Key Skills, and the New Jersey Competencies for Social Emotional Learning. The curriculum addresses inclusive history by incorporating events and contributions of marginalized groups outlined in the following laws; Amistad Law, Holocaust Law and LGBTQ & Persons with Disabilities Law.

Students:

- A. Think constructively about the role of the United States in the ever changing world and the responsibility of its citizens in shaping the identity of the United States

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.1, 2, 3, 4, 5, 6, 7, 8, 9,10

NJ Student Learning Standards for World Language 7.1

NJ Competencies for SEL- Responsible Decision-Making

- B. Differentiate among competing international interests of the United States and assess Foreign policy options available for each interest

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies WHST.9-10.1-10

NJ Student Learning Standards for English Language Arts SL.9-10.1-6

NJ Student Learning Standards for World Language 7.1

NJ Standards for Career Readiness, Life Literacies & Key Skills 9.4

- C. Assess the causes for the global conflict between the United States and her international neighbors and examine the effects of conflict through research, debate, and analysis of primary source documents

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies WHST.9-10.1-10

NJ Student Learning Standards for English Language Arts SL.9-10.1-6

NJ Student Learning Standards for World Language 7.1

NJ Standards for Career Readiness, Life Literacies & Key Skills 9.4

NJ Competencies for SEL- Responsible Decision-Making, Relationship Skills

- D. Investigate the evolution of the United States federal system of government in its adaptation to the challenges presented by our dynamic society

NJ Student Learning Standards for Social Studies 6.1, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.2, 10.6

NJ Competencies for SEL- Social Awareness

- E. Interpret and apply meaning to the powers of each branch of government, and evaluate how these powers affect the individual and citizenry

NJ Student Learning Standards for Social Studies 6.1, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.1, 2, 3, 4, 5, 6, 7, 8, 9,10

- F. Assess the role of leadership in shaping national identity

NJ Student Learning Standards for Social Studies 6.1, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.1, 2, 3, 4, 5, 6, 7, 8, 9,10

- G. Determine turning points in United States history and determine the impact upon contemporary society**
NJ Student Learning Standards for Social Studies 6.1
NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.1, 2, 3, 4, 5, 6, 7, 8, 9,10
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
- H. Expand comprehension of individual rights, privileges, and responsibilities as defined by the *United States Constitution* and the *Constitution of the State of New Jersey* and demonstrate the application to their lives**
NJ Student Learning Standards for Social Studies 6.1, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.1, 2, 3, 4, 5, 6, 7, 8, 9,10
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
- I. Evaluate how changing values, attitudes, and practices impact upon the lives and culture of a diverse United States society**
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.1, 2, 3, 4, 5, 6, 7, 8, 9,10
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for World Language 7.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1
NJ Core Competencies for SEL- Social Awareness
- J. Analyze how the quest for economic opportunity helps to define the United States identity**
NJ Student Learning Standards for Social Studies 6.1, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies WHST.9-10.1-7
NJ Student Learning Standards for English Language Arts SL.9-10.1-6
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
- K. Infuse the perspective of New Jersey in United States history as it relates to local and national affairs**
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Visual & Performing Arts 1.2
NJ Student Learning Standards for Technology 8.1
- L. Analyze and interpret maps, statistical tables, political cartoons, pictorial and graphic materials to support findings and conclusions**
NJ Student Learning Standards for Social Studies 6.1, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.1-10, WHST.9-10.1-9
NJ Student Learning Standards for English Language Arts SL.9-10.1-6
NJ Student Learning Standards for Visual & Performing Arts 1.2
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
- M. Critique bias/point-of-view in primary and secondary documents/speakers**
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies RH 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
NJ Student Learning Standards for Technology 8.1
NJ Core Competencies for SEL- Social Awareness, Responsible Decision-Making
- N. Extend research skills; including note taking and the demonstration of research skills, both electronic and traditional**
NJ Student Learning Standards for Social Studies 6.1, 6.2
NJ Student Learning Standards for Literacy in History/Social Studies RH 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, WHST.9-10.1-9
NJ Student Learning Standards for Technology 8.1

- O. Demonstrate listening, public speaking, technological, and writing skills, as well as debate persuasive arguments, which are necessary for a student in an advanced social studies course

NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-10.1-10
NJ Student Learning Standards for English Language Arts SL.9-10.1-6
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills

- P. Synthesize multiple sources of historic information into well written essays, projects, and Presentations that rely on analyzing both primary and secondary source documents from various time periods in history

NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-10.1-10
NJ Student Learning Standards for English Language Arts SL.9-10.1-6
NJ Student Learning Standards for Visual & Performing Arts 1.2
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills

- Q. Display a knowledge, understanding, and practical use of the library/media center resources as they relate to the course content

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-10.7, WHST.9-10.8
NJ Student Learning Standards for Technological Literacy 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

- R. Work cooperatively in various activities relative to the course.

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-10.7, WHST.9-10.8
NJ Student Learning Standards for Technological Literacy 8.1
NJ Student Learning Standards for Career Education and Consumer, Family and Life Skills 9.4
NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills

III. CONTENT, SCOPE AND SEQUENCE

This course focuses on the development of identity as a member of household, community, state, nation, and the world. Using this paradigm, the study of the period between the mid 1700's and the early 1900's is developed. Emphasis is placed upon the need to continually redefine identity over the passage of time and the changing demands of society.

Throughout the year, students study the domestic and international developments of the United States; within the chronological study, teachers determine when it is appropriate to integrate domestic and international history.

The scope of the course offers students the opportunity to reflect upon the factors that impact upon the ways in which identity is formed and transformed over time and changing conditions. **The following essential questions are continually revisited over the scope of the course:**

- Who are we?
- Where do we live? How does our environment shape our identity? (demography as well as geography)
- Who/what, helps to shape identity and gives it definition at local, state, national, and international levels?
- What values and interests define us; what is their origin?
- What role does our pluralistic heritage play in shaping emerging values and interests?
- Who are dominant/minority groups? How does having power shape identity?
- What factors have caused continuity and change in identity, values, and interests over time?
- How has this identity evolved as a result of domestic and foreign challenges?

The content of this course is studied in depth through the use of textual and monographic materials. Emphasis is placed on social studies practices, historical interpretation and developing knowledge of historiography in addition to solid factual knowledge using multiple sources.

Reading primary source documents and critiquing them individually or in cooperation with others are considered essential skills in this course. Research and writing skills are further developed through the submission of various projects throughout each semester. A minimum of one major project is required each semester. Projects can be, but are not limited to, thesis papers. The expectation is that students will be self-guided in completing research for projects.

The curriculum is developed through the use of essential questions that promote reflection upon the topics under study. In order to satisfactorily answer the questions, student responses must demonstrate knowledge of and a facility to apply information acquired through a study of the sub topics. The content, scope, and sequence mirrors that of U.S. I/Defining the Identity of the United States course in order to facilitate transition between the courses for students when necessary.

A. Creating Constitutions mid 1700's-1820's (suggested time 7 weeks)

1. How does the social and cultural diversity of the 18th century United States shape a unique identity?
 - a. demographic data
 - b. geography as it impacts upon social development and regionalization
 - c. interactions between groups (Native American, European, Africans)
2. To what extent has the United States political structure been influenced by the ideas of classical and modern philosophers? Consider, for example:
 - a. Plato
 - b. Thomas Hobbes
 - c. John Locke
 - d. Montesquieu

- e. Voltaire
 - f. Rousseau
 - g. Beccaria
3. How did the influences of culture and heritage help define the forms of governance used in the early years?
 - a. monarchy
 - 1) absolute
 - 2) constitutional
 - b. republican forms
 - c. direct democracy
 - d. confederal
 - e. federal
 - f. unitary
 4. How did the experience (i.e. of the colonial period and the American Revolution) shape the first constitutions, state and central?
 - a. Mayflower Compact
 - b. Fundamental Orders of CT
 - c. Toleration Act (MD)
 - d. New Jersey's colonial constitution
 - e. Articles of Confederation
 - f. The Constitutional Convention and *United States Constitution*
 - 1) Philadelphia Convention
 - 2) Conflict resolution in a representative assembly
 - 3) *United States Constitution* as a revolutionary document
 - 4) Role of the press in shaping public sentiment regarding the *Constitution* and helping to define the emergence of political parties
 - 5) *United States Constitution* and *NJ Constitution* as an embodiment democratic principles and help to create and define a national identity
- B. Creating a Nation 1790's-1820's (suggested time 6 weeks)
1. How does emerging nationalism of the 1790's – 1820's help to define political identity, the economy, individual liberty, and expanding sense of cultural identity of the United States?
 - a. key terms and principles
 - 1) country
 - 2) nation-state
 - 3) sovereignty
 - 4) nationalism
 - 5) territorial integrity
 - 6) national interest
 - 7) patriotism
 - b. role of political leadership as agents in defining nationalism
 - c. economic issues that help develop national identity
 - d. expanding national identity shapes cultural growth
 2. By the 1820's, to what degree has the ratification of the Constitution resolved the question of the division of power between the states and central government?

C. National Consolidation- A Building Block to Identity 1780's-1820's
(suggested time 5 weeks)

1. Introduction to International Relations

- a. What is the vocabulary essential to discussing international policy?
 - 1) state
 - 2) nation
 - 3) sovereign
 - 4) nationalism
 - 5) power
 - 6) national security
 - 7) national interest
 - 8) diplomacy
 - 9) Realpolitik
 - 10) bipartisan policies
 - 11) Superpower
 - b. How does our United States Constitution define our nation's role in world affairs?
 - c. Who are the key participants in designing the nation's role and how do they carry out their roles?
 - 1) President
 - 2) Secretary of State
 - 3) Secretary of War/Defense
 - 4) Congress
 - 5) Political Parties
 - 6) Mass media
 - d. How do a nation's values and national interests define its policies relative to other nations?
 - 1) national interest and its relevance to the formulation of a nation's foreign policy
 - 2) compatibility of values and interests
 - e. What basic policies have we pursued over time?
 - 1) isolation
 - 2) neutrality
 - 3) imperialism
 - 4) collective security
 - f. How do the national interests we pursued help to define our policies toward other nations?
2. What are the national interests of the United States in this era?
- a. Why is the pursuit of national security important for a young nation?
 - b. How does the need/desire for security influence our foreign policy decisions in this period? Consider the following historical events:
 - 1) ending the war with England, 1783-1812
 - 2) establishing boundaries 1790's
 - 3) Barbary Coast pirates 1800's
 - 4) Louisiana Purchase 1803
 - 5) Canadian boundary 1818 -1822
 - 6) Transcontinental Treaty (Adams-Onis) 1819

- c. How does the pursuit of national interest(s) impact upon minority groups in society?
 - 1) Native Americans
 - 2) African-Americans
 - 3) Women
- d. To what extent does the United States achieve its goal; how does the implementation of this policy further the development of United States international identity by the 1820's?

D. Challenges of a Maturing Nation 1830's -1870's (suggested time 11 weeks)

1. Age of Jackson
 - a. How is the balance shifting between nationalism and sectionalism during the period 1830's-1870's?
 - b. How has the identity of the U.S. /N.J. change over the passage of time and the establishment of a young nation?
 - c. How is the United States becoming more democratic in the 1820's and 30's?
 - d. How does the struggle against political privilege broaden into a fight against economic privilege?
 - 1) tariff debates
 - 2) national unity
 - e. How did differing sectional/regional political values make national compromise difficult?
 - 1) continuing controversy over the compact and contract theories of government (nullification), what did the controversy have to do with sectionalism?
 - 2) impact of westward expansion; what were some of the issues about expansion?
 - 3) debate over the extension of the institution of slavery
 - 4) debate over Indian removal
 - 5) debates over strict and loose construction of the Constitution; what really motivated these vetoes?
 - f. What values and interest presented challenges to us as a maturing nation?
 - 1) How were minority groups either seeking to bring about change in society or were impacted by changes in society at both the state and national levels?
 - 2) To what degree did these varied groups achieve success?
2. Continentalism
 - a. What were the national interest(s) of the US in this era? Who defined the national interests?
 - b. Why was the pursuit of territorial expansion important for a developing nation's identity?
 - c. What were the costs for pursuing a territorial expansionist policy? Consider and take notes on how the drive for expansion impacted upon:
 - 1) Indigenous population groups

- d. How did the need/desire for territorial expansion influence our foreign policy decisions in this period?
 - 1) expansion to the Pacific (manifest destiny)
 - 2) extending influence to Latin American (Monroe Doctrine)
 - 3) Annexation of Texas (1845)
 - 4) establishing the Oregon boundary (1846)
 - 5) Mexican War/Mexican Cession (1848)
 - 6) Gadsden Purchase (1853)
- e. To what extent did the US achieve its goal of establishing a continental identity?
- f. How did the implementation of this policy further the development of the US international identity by the 1880's?
- 3. Slavery, Civil War and Reconstruction
 - a. How does the debate over the institution of slavery make national compromise difficult?
 - 1) To what extent does the Civil War result from the challenges of sectionalism and threaten to destroy national identity? Consider, for example successes/failures of; Missouri Compromise
 - 2) Compromise Tariff of 1833
 - 3) Compromise of 1850
 - 4) Kansas Nebraska Act
 - b. The Union (North) and the Confederacy (South)
 - c. What is the impact of the Civil War on the varying regions of the United States?
 - d. To what degree did the period of Reconstruction following the Civil War eliminate or maintain sectional division in the United States/New Jersey?
 - 1) goals and terms of both Presidential and Congressional Reconstruction
 - 2) reasons for ending Reconstruction prior to attaining its goals
 - 3) successes and failures of Reconstruction
 - 4) impact of Reconstruction on race relations in the United States
- E. Building our Identity 1880's-1910's (suggested time: 3 weeks)
 - 1. How has the identity of the United States/New Jersey changed over the passage of time and the establishment of a national identity?
 - a. geography/demography of the United States/New Jersey
 - b. dominant/minority groups in society
 - 2. What values and interests present challenges to the United States as a rising nation?
 - a. rise of industrial and finance capitalism shape the economic, social and political climate in the late 19th and early 20th centuries
 - 1) factors that led to the economic success of industrial and finance capitalism in the U.S. after 1877
 - 2) economic impact of the rise of business monopoly
 - b. political impact defined by government relationships with Big Business (on all levels)
 - 1) tariff policies
 - 2) corruption (e.g. Crédit Mobilier, Whiskey Ring, machine politics
Boss Tweed- NY, Frank Hague- Jersey City, NJ)

- c. social impact of the changing economy
 - 1) historic —yeoman farmer
 - 2) working class
 - 3) minority members of society
 - d. impact that development had on the physical environment during the late Nineteenth century
 - e. degree to which workers and farmers were able to improve their status in the changing economic/political climate of the late 19th and early 20th Centuries
 - 1) successes/failures of earliest attempts at labor unionization
 - 2) successes/failures of farming alliances
 - 3) the role of the Independent Treasury system in maintaining an adequate money supply
 - 4) money supply
 - 5) Pendleton Civil Service Act 1883
 - 6) Interstate Commerce Act 1887
 - 7) Sherman Anti-Trust Act 1890
- F. Progressivism 1890-1920 (suggested time 2 weeks)
- 1. Was the role of government altered by the social, political, and economic reforms of the early 20th century Progressive Movement?
 - a. To what extent was the role of government altered by the social, political, and economic reforms of the early 20th century progressives?
 - 1) degree to which progressivism and organized interest groups reflected the choices of Americans
 - 2) Muckrakers
 - 3) political reforms
 - 4) feminist reforms
 - 5) labor reforms
 - 6) African American advocacy groups
 - b. Degree to which the efforts to reform the worse abuses of industrial and finance capitalism were successful in establishing a foundation for regulated capitalism and the welfare state
 - 1) policies for reform under the leadership of Teddy Roosevelt
 - 2) policies for reform under the leadership of William Howard Taft
 - 3) policies for reform under the leadership of Woodrow Wilson
- G. Imperialism-Projecting our Identity Overseas 1898-1917 (suggested time 2 weeks)
- 1. What are the national interests of the United States in this era?
 - 2. Why is the pursuit of economic investment and power important in extending the nation's identity abroad?
 - 3. How does the need/desire for economic investment and power influence our foreign policy decisions in this period?
 - 4. Does the United States have a duty to fight for freedom in neighboring countries?

5. How does United States foreign policy influence other nations?
 - a. Spanish-American War
 - b. annexation of Hawaii, Puerto Rico, Philippines
 - c. Open Door Policy
 - d. Roosevelt Corollary
 - e. Latin American intervention 1911-1934
6. To what extent does the United States achieve its goals; how does the implementation of this policy further the development of the United States international identity by the 1910's?

IV. INSTRUCTIONAL TECHNIQUES:

A variety of instructional techniques are utilized that encourage students to become active participants in the learning process and accommodate the readiness levels, interests and learning styles of all learners. Examples include but are not limited to:

- A. Cooperative group work, inquiry questioning of and mutually reinforcing elements that speak to the intersection of ideas and learners through discussion, independent research and lecture
- B. Emphasis is placed on the gathering of, evaluating of, and using primary source materials to supplement text material. Other sources of materials can include maps, graphs, charts, political cartoons, statistical data, and other related resources. These resources are utilized to prepare for written and oral presentations
- C. Students are expected to take an active role in the development of their knowledge through activities such as developing claims, debates, community projects, role-playing, slide show presentations, seminars, research projects, and panel discussions in order to become active and engaged citizens
- D. Community resources are utilized to enhance the classroom experience
- E. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

A variety of assessments are used to evaluate student progress toward the stated objectives. Evaluation methods reflect the curricular goals and philosophy of the social studies program. Such methods include but are not limited to:

- A. Baseline and benchmark assessments
- B. Critical analysis of history, economics, politics, and government through active participation in classroom activities such as small or large group discussion, role-playing, or presentations of varying styles

- C. Analytical essays are modeled after text based evidence and evaluation standards established by the Common Core State Standards for Literacy in History/Social Studies
- D. Analysis, critique, and explanation of historical and current sources and interpretations of trends in world/U.S. history
- E. Weighing primary historical evidence and drawing informed conclusions about the course content
- F. Reading, deducing and applying information obtained from maps, tables, charts, pictorial and graphic materials
- G. Completion of research-based projects and assignments that correctly document all sources consulted in the course of research
- H. Applying ideas from the course to take informed action initiatives and service learning assignments centered around citizenship.

VI. PROFESSIONAL DEVELOPMENT

The following professional development activities support the curriculum:

- A. Professional development workshops and in-service training will be provided for continual growth and expertise in content material and exposure to trends and strategies that will aid in the instruction of this curriculum.
- B. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework, and assessment
- C. Teachers are provided with opportunity to preview educational resources relevant to this curriculum during the school year
- D. Opportunities for collegial sharing of lesson ideas and instructional strategies are provided
- E. Teachers of this curriculum are afforded the opportunity to attend conferences specifically designed for advanced learning strategies.

APPENDIX I

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1: (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2: (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3: (Active Citizenship in the 21st-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX II

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX III

NJ Student Learning Standards for Literacy in History/Social Studies

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9 Compare/contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

WHST.9-10.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

APPENDIX IV

New Jersey Student Learning Standards for English Language Arts

ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING

SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

APPENDIX V

New Jersey Student Learning Standards for Visual & Performing Arts

STANDARD 1.2: (History of the Arts and Culture) all students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

New Jersey Student Learning Standards for World Languages

STANDARD 7.1: (World Languages) all students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VII

New Jersey Student Learning Standards for Technology

STANDARD 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VIII

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

STANDARD 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

APPENDIX IX

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The entire standards document may be viewed at <https://www.state.nj.us/education/students/safety/sandp/sel/>

APPENDIX X

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed

Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work

Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests

Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)**ACADEMICS**

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

Frequently check for understanding

Graphic organizers

Tracker

Slant board

Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework

Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents

Assign "jobs" to reduce symptoms

Counseling check-ins

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Group directions 1 step at a time

Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>

Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication